

DOCUMENT RESUME

ED 446 022

SO 032 216

AUTHOR Hardy, Beatriz, Comp.
TITLE Frontiers in History: People, Places, Ideas. National History Day Curriculum Book 2001.
INSTITUTION National History Day, College Park, MD.
PUB DATE 2000-00-00
NOTE 81p.
AVAILABLE FROM National History Day, 0119 Cecil Hall, University of Maryland, College Park, MD 20742; Tel: 301-314-9739; E-mail: hstryday@aol.com; Web site: <http://www.nationalhistoryday.org>.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Change; Critical Thinking; Elementary Secondary Education; Historic Sites; History Instruction; Internet; Local History; Primary Sources; Social Studies; Student Research; Thematic Approach; *United States History; *World History
IDENTIFIERS *National History Day

ABSTRACT

The materials in this curriculum book provide examples of strategies and resources that can be used to initiate or enhance existing lessons and units in history and social studies. The material can be adapted or modified. The lessons are designed to encourage students to think critically about frontiers in history, conduct research, interpret primary sources, and explore the larger historical significance of topics that interest them. The lessons in the unit are based on primary sources, taken from documents, artifacts, journals, diaries, newspapers, and literature of the period under study. Unit titles include: (1) "People"; (2) "Places"; and (3) "Ideas." Throughout the book lessons and articles promote local and family history. (BB)

Frontiers in History: People, Places, Ideas.
National History Day Curriculum Book 2001.

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Frontiers in History

people • places • ideas

NATIONAL HISTORY DAY • 2001





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**FRONTIERS IN HISTORY: PEOPLE, PLACES, IDEAS
NATIONAL HISTORY DAY CURRICULUM BOOK 2001**

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Program Accreditation

The American Association for State and Local History,
the American Historical Association,
the Federation of State Humanities Councils,
the National Council for the Social Studies, and
the Organization of American Historians endorse National History Day.
The National Association of Secondary School Principals has
placed National History Day on the
NASSP National Advisory List of Contests and Activities.

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People

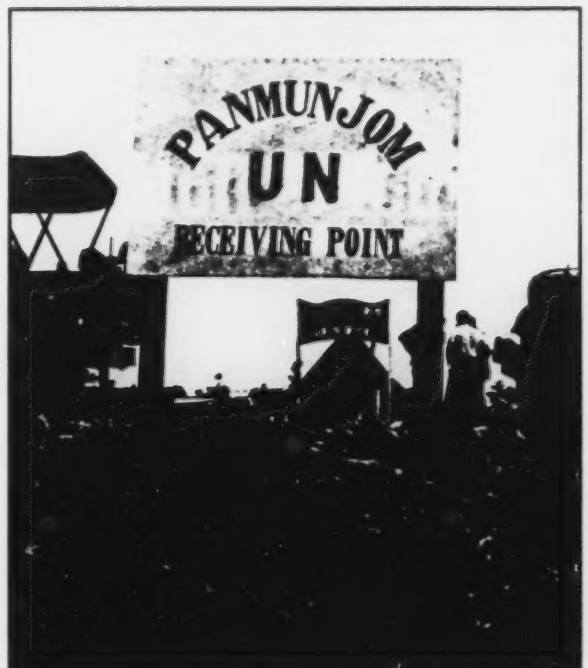
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What is National History Day?

National History Day is an exciting way for students to study and learn about historical issues, ideas, people and events. This year-long educational program fosters academic achievement and intellectual growth. In addition to acquiring useful historical knowledge and perspective while developing entries and competing in a series of district, state and national contests, students develop critical thinking and problem-solving skills that will help them manage and use information now and in the future.



The program begins at the start of the school year. Curriculum and contest materials are distributed to History Day coordinators and teachers throughout the country. The theme for 2001 is "Frontiers in History: People, Places, Ideas."

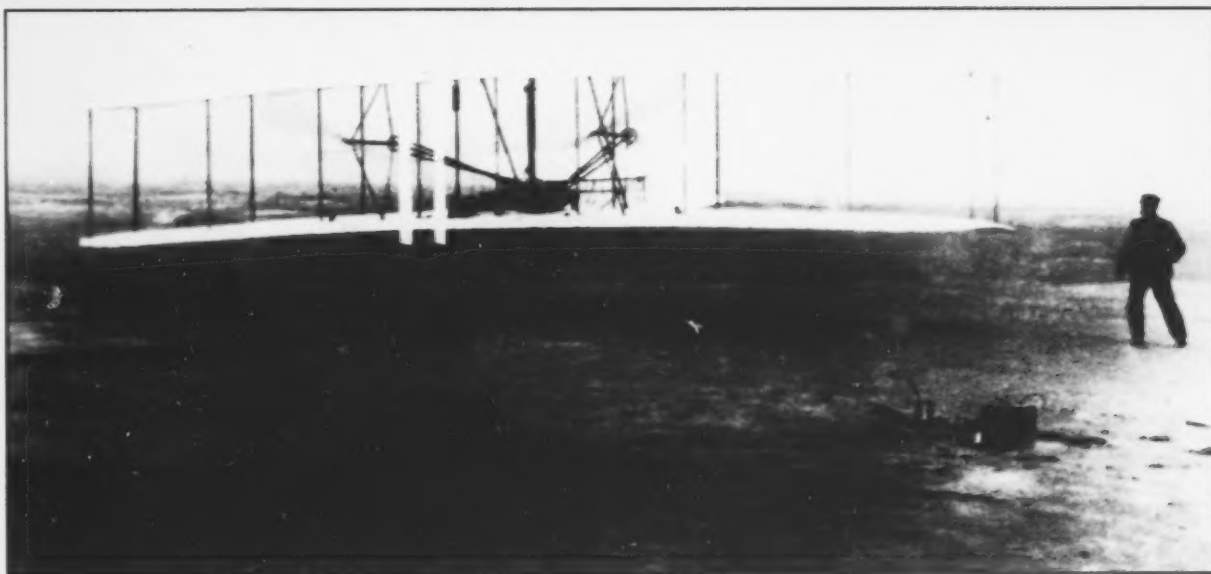
In many states and districts, teachers are invited to workshops where they share ideas about how the year's theme can be most effectively addressed and also receive bibliographies and other resources. Teachers then introduce the program to their students who, in turn, choose topics and begin their research.

Students are encouraged to choose any topic in local, national or world history and investigate its historical significance and relationship to the theme by conducting extensive primary and secondary research. After analyzing and interpreting their information, students present their findings in papers, exhibits, performances, and documentaries that are evaluated by historians and educators.

National History Day has two divisions: the junior division (grades 6-8) and the senior division (grades 9-12). Some states also sponsor a History Day contest for students in grades 4 and 5.

Students can enter one of the following seven categories: individual paper, individual or group exhibit (similar to a museum exhibit), individual or group performance (a dramatic portrayal of the topic), individual or group documentary (usually a slide show, a video, or a non-interactive computer program). Groups may consist of two to five students.

District History Day contests are usually held in February or March. District winners then prepare for and compete at the state contests, usually held in late April or early May. The top two finishers in each category at the state contest become eligible to advance to the national contest held in June at the University of Maryland at College Park.



First flight, December 17, 1903, Kitty Hawk, North Carolina, courtesy of the Library of Congress.

Teaching About Frontiers in History

Prompted by the declaration of the Census Bureau in 1890 that the United States no longer had a "frontier line," historian Frederick Jackson Turner developed one of the most influential theses about American history. In "The Significance of the Frontier in American History," he argued, "American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character." Thanks to the Turner thesis, generations of history students have immediately thought of the American West when they heard the term "frontier," but frontiers have existed in other places and other times.

What is a frontier? The Merriam-Webster dictionary defines it as "a border between two countries... a region that forms the margin of settled or developed territory... the farthest limits of knowledge or achievement in a particular subject." The study of geographical frontiers may focus on the lives of people who lived there, the interactions—positive and negative—among neighboring peoples or nations, the development of institutions, or similar topics. The study of frontiers in ideas and human achievements may involve examining the lives of individuals who thought of new ways of doing things or who overcame

challenges to accomplish what others had been unable to achieve; it may involve looking at the causes and consequences of those ideas and achievements; or it may involve comparing new and old ways of doing things. Frontiers in history, then, can be studied in a variety of ways.

The materials in this curriculum book provide examples of strategies and resources that can be used to initiate or enhance existing lessons and units in history and social studies. All the material can be adapted or modified by the teacher. The lessons are designed to encourage students to think critically about frontiers in history and to conduct research, interpret primary sources, and explore the larger historical significance of topics that interest them.

Most of the lessons are relatively short and could be used in the classroom in 1-2 days. The enrichment and extension sections suggest additional ways of approaching the same or similar topics. Many of the lessons include copies or use primary sources found in print or on the Internet.

The first unit introduces the theme and provides information about resources available to History Day students and teachers. Knowing the criteria for assessing entries is important as students do their research and create their projects, so "Understanding the NHD Judging Process" explains how judges evaluate entries. Since NHD stresses the use of primary sources,

this section also includes a lesson, "Analyzing and Using Photographs," which provides a model for photographic analysis as a classroom tool and suggests ways students can use photographs in their History Day entries.

In honor of the theme, "Frontiers in History: People, Places, Ideas," the remainder of the book is divided into sections on people, places, and ideas. The section on "People" begins with "Cultural Frontiers: The English in Ireland," which uses the Statutes of Kilkenny to explore the English conquest of Ireland and how the Irish and English interacted in this 14th-century frontier region. In "Indians and Westward Expansion: The Wyandot Experience," a petition by the Wyandots to the federal government in 1812 provides a lens through which to look at how the expansion of white settlement affected Native Americans. Finally, "Women on the 19th-century Frontier" relies on diaries, memoirs, letters, and television to examine how women's lives and experiences on the American frontier differed from those of men at the time and from those of women today.

The section on "Places" begins with "Using Maps to Study Frontiers." Maps can reveal a great deal of information not only about physical locations but about attitudes and values, and this lesson

suggests ways to use them in the classroom and where to find them. "The President and the Power to Conserve the American Frontier" probes the role of the executive in protecting frontiers by delving into presidents' use of the American Antiquities Act of 1906. The last lesson, "Korea Divided: The 38th Parallel," probes the history and effects of this frontier which separates North Korea and South Korea.

The final section on "Ideas" jumps back in time to the ancient Mediterranean. "Frontiers in Ideas: Democracy in Ancient Athens" evaluates reactions to this then novel type of political organization by looking at the opinions of both a supporter and an opponent. "Technological Frontiers: The Construction of the Suez Canal" analyzes a speech at the opening ceremony of this 19th-century technological marvel as a way of discovering contemporary perceptions of the canal's significance. The last article, "Frontiers in Civil Rights," uses photographs to examine a pathbreaking court case which paved the way for ending segregation in America.

Throughout the book you will find lessons and articles which promote local history. The best History Day entries make extensive use of primary sources. Students pursuing topics related to their families or their communities can take advantage of the many resources available locally. The lessons on how to use photographs and maps are meant to provide some of the research skills needed, while several lessons throughout the book include activities which promote the study of local history. You also will find additional resources for studying the history of your state on the links page of the NHD web site, which includes links to museums, historical societies, and historic sites as well as libraries in each state.

The lessons in this book are designed to encourage students to come up with additional ideas about frontiers in a variety of time periods and places. The topic suggestions and resources are simply a starting place for students and teachers interested in this broad theme. Students who want to research topics for participation in National History Day should develop additional ideas. They may start their research by examining some of the sources listed, but should continue their investigation for more resources at libraries, archives, museums, historical societies, and other places around their communities to discover the significance of frontiers in history.

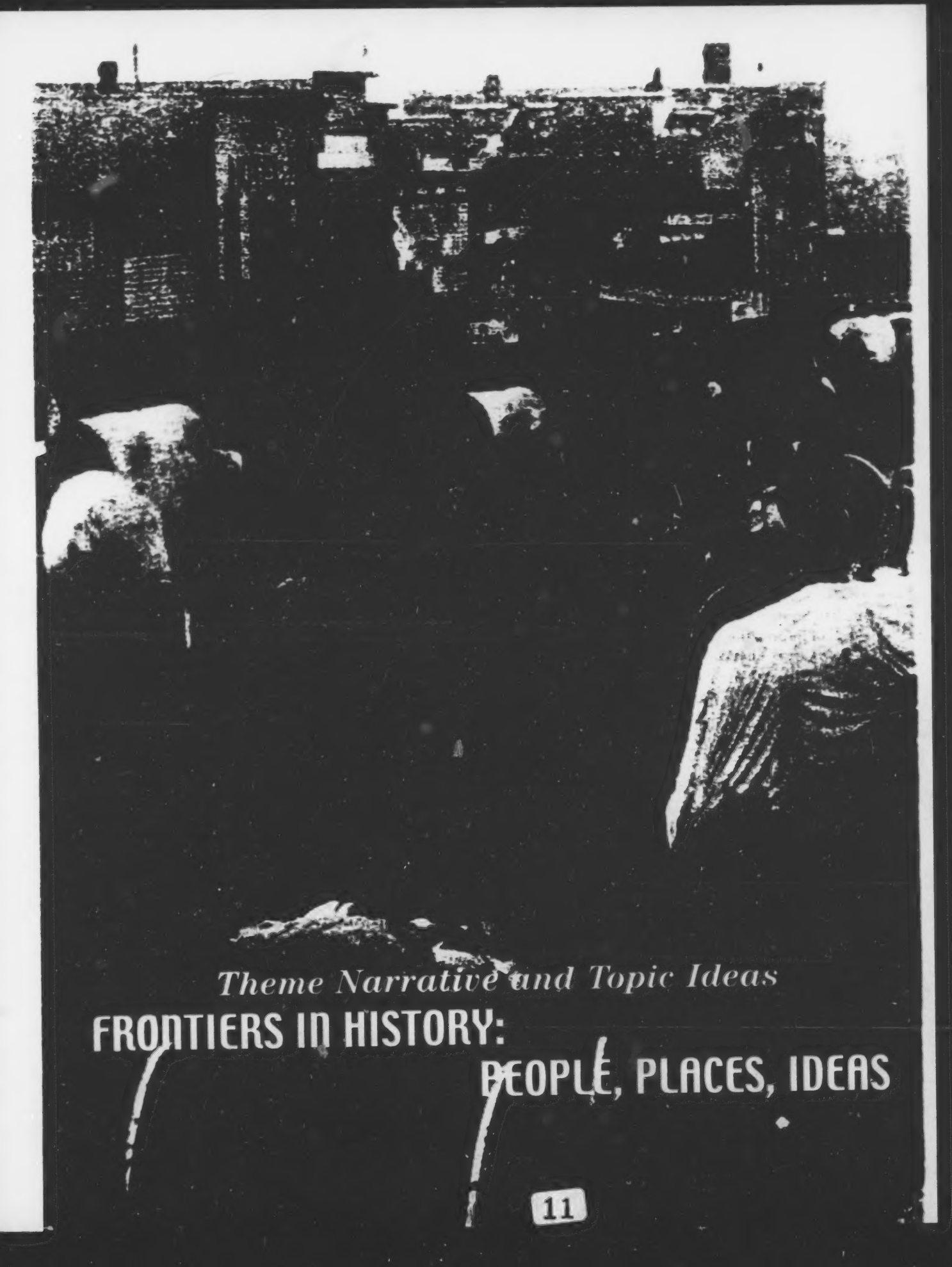
*A monthly check
to you -*

THE REST
YOUR LIFE
BEGINNING
YOU ARE

65



The Social Security program represented a new frontier in government activity. Poster from the Social Security Board, c. 1935, courtesy of the Library of Congress.



Theme Narrative and Topic Ideas

FRONTIERS IN HISTORY:

PEOPLE, PLACES, IDEAS



During the 2000-2001 school year, National History Day invites students to research topics related to the theme, "Frontiers in History: People, Places, Ideas." The theme is broad enough in scope to encourage investigation of topics ranging from local to world history. To understand the historical importance of their topics, students must ask questions of time and place, cause and effect, change over time, and impact and significance. What factors contributed to the development of this frontier? Why did it develop and how did it change? When did it cease to be a frontier? What impact did it have on the people who experienced it and how did they in turn affect it? Regardless of the topic selected, students must not only present a description of it, but also draw conclusions about how their topic affected individuals, communities, nations, or the world.

Students investigating this year's theme may explore a geographical frontier and how it changed over time or they may focus on the people who lived there and the significance of frontier life. A frontier may be geographical, an area on the periphery of a settled society or between two societies. Typically, everyday life is cruder, institutions are simpler, and contact with outsiders is greater than in the longer-settled core. As settlement expands, this frontier area develops into a mature society itself, but often remains significantly different from the older core society. Another geographical definition of a frontier is the formal border between two countries or societies, particularly when they are hostile to each other. Students may examine the role

Kingfisher, Oklahoma, in 1891 at the opening of the Oklahoma Territory, William C. Long Papers, courtesy of the Western Historical Manuscripts Collection, University of Missouri.

that borders have played in specific conflicts between countries or how borders have kept people apart, willingly or not.

Finally, the term frontier may signify the limits of knowledge or achievement in a particular activity or subject. As in the first definition, a frontier of this sort changes over time: what is a frontier for one generation may be commonplace for succeeding generations. Student interest may then turn to exploring the work of individuals who have thought of new ways of organizing human life politically, economically, religiously, or socially and to assessing the impact of these new ideas. Or, perhaps their attention will be captured by scientific or technological innovations or by the cultural achievements of individuals who refused to be limited by the boundaries of convention.

The most obvious topics that come to mind are those related to the classic frontier of popular culture, the 19th-century American West filled with cowboys and Indians, outlaws and sheriffs, and farmers and their families. Students might research the significance of white settlement on the western frontier. What impact did whites' efforts to push the frontier farther westward have on Native Americans? How did this same movement have an effect on the established society that they left behind? What role did women play in the settlement of the American frontier?

What was significant about life on the frontier for women as opposed to men? A documentary might explore the varied experiences of women in Gold Rush California. Or an exhibit might explore the effects of technology in creating and eventually destroying the great cattle drives. How did barbed wire help change the western frontier and encourage settlement? A performance could focus on the role of fur traders or missionaries in settling the West. The 1890 census declared the American frontier closed at the end of the 19th Century. How did Americans cope with this intellectually and culturally? What new frontiers did Americans look to explore?

Other geographical frontiers provide additional possibilities for topics. Europeans viewed their initial settlements in North America as frontier outposts in a raw wilderness; as the colonies developed, the frontier pushed west, unleashing wave after wave of settlement, eventually stretching across the continent. Almost any city or town in America was a frontier at some point, so students need to look only as far as their backyards for

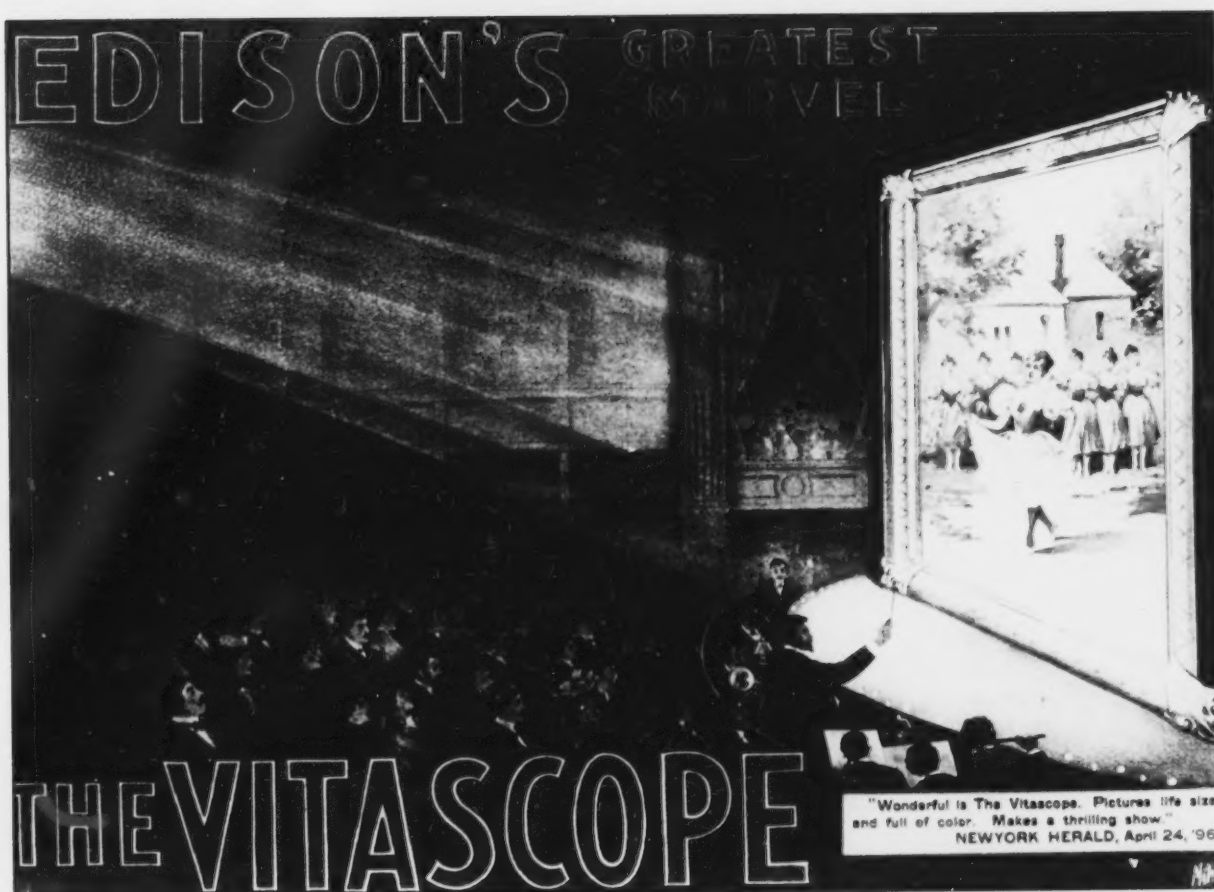
topics on the early years of their home towns or the lives of the first generation of settlers. An exhibit could recount the story of the freedmen who founded Fort Mose, an African-American community which served as a frontier buffer for Spanish Florida against the English colonies. Students also might examine the effects of expansion on other societies. What was a frontier to white settlers was home to Indians. A performance could analyze the pros and cons of European settlement from the point of view of the Connecticut Pequots, who traded with the Dutch and warred with the English in the 1600s. What consequences did exploration and expansion have on the geographical frontiers of the 20th century?

Colonization and conquest created many frontiers around the world, not just in the United States, which often resulted in cross-cultural exchanges. After the Han conquest of Korea in 108 BC, for example, Koreans adopted many Chinese ideas about government, writing, and farming. Much of Spain became a frontier of the Islamic world after the Arab conquest in the 700s; a paper could evaluate Moorish contributions to Spanish civilization. Often, the victors were changed, as they adopted practices and even gods from the vanquished, as the Aztecs did in Mexico in the 1400s.

To prevent conquest, mankind has often resorted to building walls. Medieval European cities typically were surrounded by defensive walls, and the ancient Romans built Hadrian's Wall in England, protecting the northernmost border of their empire against the frontier and invasion. An exhibit could focus on the Great Wall of China, which was completed by the Qin dynasty in the early 200s BC as a defense against Mongol invasion.

With or without walls, borders or frontiers have caused much conflict. World War I began in part due to disputes over which nation should control Bosnia-Herzegovina, which could be the subject of a documentary. Conflicts on the frontiers between communist and capitalist countries, including the Korean War and the Vietnam War, marked much of the second half of the 20th century. How have the borders created by the imperialist powers in Africa created problems since independence?

Students are not limited to geographical frontiers. The realm of human ideas and achievements abounds with potential topics. One area which will surely draw interest is scientific and technological frontiers. How did Marie Curie's



The vitascope was a landmark in the development of movies. Poster, New York, 1896, courtesy of the Library of Congress.

research on radioactivity in the early 1900s represent a frontier? A student might write a paper that assesses the significance of the Muslim mathematician al-Khwarizmi's pioneering work in algebra in the 800s; or a group of students might construct an exhibit that examines the development of the steam engine as a frontier in technology by James Watt in the late 1700s. The transformation of industry wrought by Henry Ford's assembly line could be the subject of a documentary, while a performance could look at the life and work of Albert Einstein, whose pioneering work proved so crucial in the 20th century. How have frontiers in medical research and discovery had significant impact on human society? Space is considered to be the "final frontier." How has the space race had an impact on politics, culture, education? Students might produce a documentary that examines the race to explore this frontier and its impact on the Cold War.

While some of humanity's greatest minds have devoted themselves to technological and scientific experimentation, others have devised ways to improve business or even national economies. European merchants created banks as a way to make trading easier, while early stock exchanges represented a frontier in capitalism. An exhibit could examine the zaibatsu, the huge inter-related corporations which began to dominate Japan's economy in the late 1800s. How might such corporations be defined as business frontiers? A paper could explore the pathbreaking work, *The Wealth of Nations* (1776), in which Adam Smith denounced the mercantilism which then prevailed and called for free trade. How was Marxism a frontier in economic organization and what impact did this ideological frontier have on the world? What economic frontiers have Americans explored?

Politics has also drawn its share of people who were willing to imagine new ways of doing things.

How did the reforms of Cleisthenes in 508 BC pave the way for Athenian democracy? A performance might be produced that focuses on the founding of the Iroquois confederation, when the tribes renounced their traditional hostility to each other and unified. How was this a frontier in political cooperation? Freedom fighters such as Simón Bolívar, who led 19th-century independence movements in South America, might be illustrated in an exhibit, while a documentary could assess how the New Deal of the 1930s represented a frontier in American politics.

Students may find inspiration in the stories of those who have challenged traditional boundaries of race, class, and gender. In what ways could the 19th-century women's suffrage movement and the 20th-century civil rights movement be considered frontiers in US history? Mohandas Gandhi's efforts to end discrimination against untouchables in India during the 1930s and 1940s would make a good topic for a performance. Can his efforts be defined as a frontier in political and social thought?

Many of the reformers who fought to improve their societies drew strength from religion, and religious frontiers provide other possible topics for student projects. The establishment of just about any religion can be considered a frontier, as can many reform movements within religions. A paper might focus on the Persian thinker Zoroaster, whose beliefs in monotheism, judgment day, and the existence of heaven and hell are thought by many to have influenced such later religions as Christianity and Islam. Methodism's origins as a reform movement in the Church of England could be the subject of an exhibit, while a performance could recount the founding of the Church of Jesus Christ of the Latter-day Saints. How were those or

other religious movements considered frontiers or departures from established religion or thought?

Another type of frontier can be found in the world of culture, when humans conceive of new ways of expressing themselves. The Sumerian invention of cuneiform writing around 3000 BC represented a colossal advance in human culture. How did the ancient Greeks contribute to cultural frontiers in drama and architecture? In the early 1900s, Pablo Picasso and others created a new view of reality with their Cubist art, a suitable topic for an exhibit, while a documentary could trace the development of jazz as a frontier in modern music.

The theme is a broad one, so topics should be carefully selected and developed in ways that best use students' talents and abilities. Whether a topic is a well-known event in world history or focuses on a little-known individual from a small community, students should be careful to place their topics into historical perspective, examine the significance of their topics in history, and show development and change over time. Students should investigate available primary and secondary sources, analyze the evidence, and clearly explain the relationship of the topic to the theme, "Frontiers in History: People, Places, Ideas." Then, they may develop papers, performances, documentaries, and exhibits for entry into National History Day competitions.

This is considered the earliest American political cartoon and was created by Benjamin Franklin in 1754 as he pushed for a new form of political organization: a united American government. Courtesy of the Library of Congress.



TOPIC IDEAS

Note: The following is a list of possible topics for investigation and interpretation for National History Day 2001. The list is not inclusive; rather, it provides a starting point for teachers and students to begin brainstorming to come up with ideas for National History Day entries. The list includes both narrow topics and broad themes, which students will need to narrow in order to develop manageable research projects. Students should keep in mind that many excellent research topics can be found by investigating local history in their area.

- Medical frontiers: Jonas Salk and the polio vaccine
- The Copernican Revolution in astronomy
- Galileo: pathbreaking physicist
- The space frontier: Mercury and Apollo
- Ponce de Leon and the exploration of Florida
- Presidios: institution of the Spanish borderlands
- Jesuits of New France: missionaries among the Hurons
- Henry Ford's assembly line: frontier in manufacturing
- Farmers in early Oregon
- Frontiers in political thought: John Locke
- The Pure Food and Drug Act: pathbreaking legislation
- Mail-order catalogues: consumerism on the frontier
- Women settlers during the California Gold Rush
- Jews and the Russian Pale of Settlement
- The steam engine: technological frontier
- The invention of computers: trailblazing technology
- Hamilton's financial plan: pushing the political envelope
- Mexican-American cowboys on the cattle frontier
- The National American Woman Suffrage Association: pushing for the vote for women
- Separating the civilized and the barbaric: The Great Wall of China
- Busing in Boston: breaking down the frontiers of segregation
- Martin Luther: pioneer Protestant
- Fort Mose: African-American settlement on the frontier
- Bertolt Brecht and dramatic frontiers
- The Maryland Toleration Act: leading the way to religious freedom
- Influence of the Moors on Spain
- Genghis Khan and the frontiers of empire
- Worcester v. Georgia: Indian resistance to frontier expansion
- Across frontiers: the travels of Marco Polo
- Barbarians and the end of the Roman empire
- Elizabeth Blackwell: trailblazing doctor
- The National Road: pathway to the west
- Banks in the Middle Ages: business innovation
- McDonald's: a new direction for the food industry
- Gdansk/Danzig: Shifting borders and changing nationality
- John Peter Zenger and freedom of the press
- Loss of a frontier: Amazonian rainforests in the 20th century
- The monastery at Cluny and the reform of the Catholic Church
- Sigmund Freud: trailblazing psychiatrist
- Barbed wire and the end of the ranching frontier
- The beginning of rock 'n' roll: musical frontier
- Penicillin and the conquest of disease
- The Great Inca Road: uniting an empire across frontiers
- A new role for government: the Social Security Act
- Before Columbus: European fishermen on the Grand Banks
- Gloria Steinem and the women's liberation movement
- Emancipation: new lives for former slaves
- No crossing the Iron Curtain: the Berlin Wall
- Reclaiming limbs: the invention of prosthetics
- Feeling a frontier: Braille and the blind
- Expanding frontiers of expression: Pablo Picasso
- Fight for a frontier: Chief Joseph and the Nez Perce
- Frontiers in accounting: dual entry bookkeeping
- The Homestead Act: settling the frontier
- Ideological frontier: Marxism vs. capitalism
- White Indians: Adoption of colonists by Indian tribes
- U.S. v. Shipp: legal frontiers
- Breaking away from mercantilism: Adam Smith and free trade
- The Proclamation of 1763: drawing a line on the frontier
- Thomas Edison and the invention of movies: a frontier in entertainment
- Into the wilderness: Daniel Boone
- Fort Nassau: fur-trading frontier
- Frontier uprising: the Whiskey Rebellion
- Deseret: The Mormon frontier
- Frontiers in foreign policy: the Spanish-American War and the creation of an American empire
- The Wright Brothers and the invention of airplanes: aeronautical frontier
- Title IX: Pathbreaking civil rights legislation for women
- The Red Cross: frontier in medical treatment
- Movement of the Ancient Israelites into Canaan

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The McCormick Research Center

The Colonel Robert R. McCormick Research Center, located at the First Division Museum at Cantigny in Wheaton, Illinois, has archival, photo, manuscript, and book collections dealing with the 1st Infantry Division of the U.S. Army from 1917 to the present. A second collections focus is publishing and journalism related to the Joseph Medill and Robert R. McCormick families.

Students interested in research at the facility can contact staff by writing to:

The First Division Museum at Cantigny
Attention: McCormick Research Center
1 South 151 Winfield Road
Wheaton, IL 60187-6097

Telephone: (630) 260-8186

Fax: (630) 260-9298

E-mail: Egillespie@tribune.com or
AWoods@tribune.com

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1920 ed. Tucson: University of Arizona Press, 1986.

The American Memory Project

Regardless of whether you live on an isolated farm or in a small town far from any historical institution or in a big city or college town with excellent libraries, you now have access to an astounding abundance of primary sources thanks to the National Digital Library of the Library of Congress. The NDL has already digitized vast collections of manuscripts, photographs, audiotapes, films, and other sources and is putting more material on-line every day. No matter what the topic, especially in American history, the NDL probably has sources for you!

American Memory Project:

<<http://memory.loc.gov/ammem/amhome.html>>

This is the largest and best-known part of the National Digital Library. The Project includes more than 70 collections, and you will see references to it littered throughout this book. For the full list of collections, see the Project's web site, but here are some of the most intriguing for "Frontiers in History":

- From Slavery to Freedom: the African-American Pamphlet Collection, 1824-1909.
- California Gold: Northern California Folk Music from the Thirties.
- "California as I Saw It": First-Person Narratives of California's Early Years, 1849-1900.
- American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940.
- The George Washington Papers at the Library of Congress, 1741-1799.
- Hispano Music & Culture from the Northern Rio Grande: The Juan B. Rael Collection.
- A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1873.
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- Omaha Indian Music.
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The Learning Page:

<<http://memory.loc.gov/ammem/ndlpedu/index.html>>

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Meeting of Frontiers

by John Van Oudenaren

The parallel experiences of the United States and Russia in exploring, developing and settling their frontiers and the meeting of those frontiers in Alaska and the Pacific Northwest is the focus of a new web site created by the Library of Congress under a special congressional appropriation. The site is available at <http://frontiers.loc.gov>.

"Meeting of Frontiers" includes more than 2,500 items, comprising some 70,000 images, from the Library's rare book,

manuscript, map, film and sound recording collections that tell the stories of the explorers, fur traders, missionaries, exiles, gold miners and adventurers that peopled both frontiers and their interactions with the native peoples of Siberia and the American West.

The site is completely bilingual, in English and Russian, and is intended for use in U.S. and Russian schools and libraries and by the general public in both countries. Scholars, particularly those who do not have ready access to

major research libraries, will benefit from the wealth of primary material included in "Meeting of Frontiers," much of which has never been published or is extremely rare. Intended to appeal to students and for use in schools, the site features such colorful characters as John Ledyard, an acquaintance of Thomas Jefferson who attempted to walk across Siberia, and Perry McDonough Collins, a lawyer and businessman who became the American Commercial Agent to the Amur River in 1856 and

who developed a plan, partially carried out, to build a telegraph link from America to Europe via the Bering Straits and Siberia.

Collections available in "Meeting of Frontiers" include the Frank G. Carpenter Collection of photographs from Alaska in the 1910s; the John C. Grabill Collection of photographs of 1880s frontier life in Colorado, South Dakota and Wyoming; the Yudin Collection of papers from the Russian-American Company (1786-1830); and selections from the Alaska

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Russian Church Archives.

"Meeting of Frontiers" is a pilot project that was developed in 1999 at the Library of Congress by a team of Library staff and American and Russian consultants. The pilot will be expanded in the coming years through the addition of materials from the Library's own collections, from the Elmer E. Rasmuson Library at the University of Alaska Fairbanks, and from other U.S. institutions. It also will feature materials from partner institutions in Russia, including the

Russian State Library in Moscow, the National Library of Russia in St. Petersburg, and the Institute of History of the Siberian Branch of the Russian Academy of Sciences in Novosibirsk.

"Meeting of Frontiers" is funded by a special appropriation in the Library's FY 1999 budget, which is intended for the Library to obtain digital copies of unique and rare materials from Russia and to make those materials freely available through the Internet. Additional support for development of the

project in Russia is being provided by the Open Society Institute of Russia.

"Meeting of Frontiers" is the Library's first major digital project involving international material and extensive cooperation with foreign institutions to obtain materials for the Library's collections in digital form. It is the first component of an international digital library that will build upon the Library's National Digital Library Program (www.loc.gov). The National Digital Library Program aims to bring more than 5

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John Van Oudenaren is the chief of the European Division of the Library of Congress and project leader for "Meeting of Frontiers."

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Resources from the National Archives and Records Administration related to Frontiers in History

The National Archives and Records Administration (NARA) is the federal agency responsible for preserving and making available the permanently valuable records of the U.S. government. The holdings include billions of pages of textual documents; almost 14 million still pictures and posters; about 300,000 reels of motion picture film; over 200,000 sound recordings; more than 15 million maps, charts, aerial photographs, and satellite images; and 7,600 computer data sets. Although the largest National Archives facilities are in the Washington, DC, area, there are regional facilities and Presidential libraries throughout the country that also welcome National History Day researchers. The National Archives web site provides information about all of the NARA facilities, research guidance for National History Day students, and thousands of digitized images of primary source documents related to Frontiers in History.

On the National Archives web site

<<http://www.nara.gov>>, please visit:

The Digital Classroom

<<http://www.nara.gov/education>>

Here you will find sections devoted to general and National History Day research, lessons, reproducible primary sources, document analysis worksheets, and much more.

The Online Exhibit Hall

<<http://www.nara.gov/exhall/exhibits.html>>

This includes documents, photographs, posters, and other interesting examples of sources in the National Archives.

The Regional Records Services Facilities

<http://www.nara.gov/regional/nrmenu.html>

Did you know that in addition to its Washington, DC area facilities, the National Archives has branches in Alaska, California, Colorado, Georgia, Illinois, Massachusetts, Missouri, New York, Ohio, Pennsylvania, Texas, and Washington state? Look at this page for information about hours and locations.

The Presidential Libraries

<<http://www.nara.gov/nara/president/address.html>>

Presidential libraries may be found in California, Georgia, Iowa, Kansas, Massachusetts, Michigan, Missouri, New York, and Texas. For hours and locations, see this page.

Project Whistlestop <http://www.whistlestop.org/>>

The Truman Library has placed tens of thousands of documents on-line relating to Harry Truman and America during his presidency.

The NARA Archival Information

Locator (NAIL) Database

<<http://www.nara.gov/nara/nail.html>>

NAIL is a searchable database that contains information about a wide variety of NARA's holdings across the country. You can use NAIL to search descriptions for key words or topics, and then to retrieve digital copies of selected textual documents, photographs, maps, and sound recordings. NAIL contains more than 120,000 images of documents including Civil War photographs, posters from World Wars I and II, speeches of Franklin D. Roosevelt, Lewis Hines' child labor photographs, territorial maps, treaties, handwritten notes by Dwight D. Eisenhower, petitions of women suffragists, political cartoons, and documents related to the Spanish American War.



Understanding the NHD Judging Process

After spending months doing research and creating their projects, National History Day students reach a fever pitch of anticipation as contest season approaches. Participating in a History Day contest is the exciting culmination of their work, a chance to share their knowledge of their topics with others. One of the most stimulating aspects of the contest is getting to interact with the judges and receive their feedback. Sometimes, however, the judging process may seem a little mystifying, especially to first-time participants. To help participants understand the process, this article will explain how History Day judging works.

At official History Day contests, entries are judged by a team of 2 or more judges. The judges are volunteers. They may include teachers, history professors, staff from museums and historic sites, librarians, archivists, undergraduate history majors,

graduate history students, and other people who have a knowledge of history and enjoy working with young people.

NHD relies on consensus judging. The judges on a particular team rank the entries which they have judged. All members of the team agree on the rankings, hence the term consensus judging. Then each judge fills out an evaluation form for each entry. The judges assign checkmarks ranging from superior to less than good for each of 10 criteria, note any rule violations, write comments, and assign an overall rating. These forms are returned to the students, so that they can see what the judges thought were the strengths and weaknesses of their entries and benefit from the judges' advice on how to revise their entries or improve in the future.

Below is a list of the criteria which judges use in evaluating entries.

Historical Quality (60%)

This is by far the most important factor in judging an entry. It refers to the research, analysis, and interpretation of the topic.

Entry is historically accurate.

The facts in the entry—names, dates, locations, etc.—should be correct.

Shows analysis and interpretation.

The entry should not simply recite facts or string together quotations from primary sources. It should have a strong thesis or argument.

Places topic in historical context.

The entry should place the topic into historical context—the intellectual, physical, social, and cultural setting. The entry also should reflect historical perspective—the causes and consequences of an event, for example, or the relationship of a local topic to larger events.

Shows wide research.

Wide research means using a variety of primary and secondary sources. Using only encyclopedias, for example, would not demonstrate wide research. The same is true of over-reliance on any single type of primary or secondary source, such as web sites, newspaper articles, or interviews. Using encyclopedias to gain an overview of a topic is fine, but the secondary sources should also include specialized books relating to the topic.

Uses available primary sources.

The judges expect students to use whatever primary sources they can, within reason. For some topics, the number of primary sources available is astronomical, while for others, only a couple of primary sources may be. It would not be reasonable to expect a student to travel hundreds of miles to look at the original of a primary source, but it would be reasonable to expect the use of primary sources—whether original or copies—available in nearby libraries or historical institutions or which can be borrowed from other institutions. It would not be reasonable to expect students to translate documents originally in a foreign language, but it is reasonable

to expect them to use published collections of translated documents, if they already exist. For some topics, students obviously won't be able to interview participants, but if participants are still alive, students possibly could interview or correspond with them.

A note on primary sources: primary sources are materials directly related to a topic by time or participation. These materials include letters, speeches, diaries, newspaper articles dating from the topic's time, oral history interviews, documents, photographs, artifacts, or anything else that provides first-hand accounts about a person or event. An interview with an expert (a professor of Civil War history, for example) is not a primary source, unless the expert was a participant or eyewitness to the events in question. Quotes from historical figures included in secondary sources such as books are not considered primary sources. Primary sources may be found in a variety of formats: the original documents in archives or in microform formats, facsimile copies, transcriptions printed in books or available on reliable Internet sites, artifacts in museums or in private hands, or even films or recordings.



Research is balanced.

The research should consider multiple viewpoints. Students should look at the victors as well as the vanquished or those who benefited as well as those who suffered. As appropriate to the topic, they should consider the viewpoints of males and females, of people from different racial or ethnic groups, or of people from different socioeconomic backgrounds.

Relation to Theme (20%)

Clearly relates topic to theme.

It is up to the students to tell the judges how their topics relate to the theme. The students should not assume that the judges will automatically understand, but should spell it out.

Demonstrates significance of topic in history and draws conclusions.

Simply because something is well known does not mean it is significant. Local history topics may not be well known but gain significance by representing or being related to larger events or trends. The entry should draw conclusions about the topic's significance, answering the questions, "So what? Why was this important?"

Clarity of Presentation (20%)

The exact wording on the evaluation form varies, depending on the category. The first criterion concerns the paper, annotated bibliography, and any other written materials included with the project. Whether typed or handwritten, they should be neat and well-written, with no grammatical or spelling errors. Process papers should include the material specified in the *NHD Student Contest Guide*. The bibliography should be in either MLA or Turabian format and should be divided into primary and secondary sources. The annotations should clearly state how the sources contributed to the project. The second criterion varies by category but deals with the quality of the presentation. Judges consider such factors as creativity or originality, organization, and visual impact.

Rules Compliance

The judges discuss with each other any rule violations they have noted and decide as a team how to penalize them. Plagiarism or re-using an entry from a previous year lead to disqualification. The judges have discretion in deciding how to handle other violations, based on guidelines provided by NHD.

Comments

The judges are encouraged to write extensive comments, praising the good qualities of the entry and making suggestions for improvement. The comments reflect the opinions of individual judges, not the judging team as a group.

Overall Rating

The overall rating reflects the judges' assessment of the quality of the entry as a whole. The judges discuss the overall rating with each other and, unlike with the individual checkmarks, they are supposed to agree as a team on the overall rating for each entry. Since the overall rating reflects the consensus of the judging team and the individual checkmarks reflect the evaluation of a single judge, the overall rating on a particular evaluation form may sometimes be a little higher or a little lower than the individual checkmarks would seem to merit.

Remember, regardless of how their entries are ranked, students who create National History Day projects have all benefited from the experience. They have gained research, thinking, and presentation skills which will last them their whole lives. They have become experts on a topic of interest to them and to others. They have acquired poise and self-confidence and have learned to manage their time. They are all winners.

NHD

NATIONAL

HISTORY DAY

ENTRY # _____

JUDGE _____

TIME _____

ROOM _____

TITLE _____

PERFORMANCE

JUDGING CRITERIA

(Judging criteria are explained in the
Student Contest Guide)

EVALUATION

SUPERIOR

EXCELLENT

GOOD

COMMENTS

• STRENGTHS
AREAS FOR IMPROVEMENT

Historical Quality (60%)

- Entry is historically accurate
- Shows analysis and interpretation
- Places topic in historical context
- Shows wide research
- Uses available primary sources
- Research is balanced

Relation to Theme (20%)

- Clearly relates topic to theme
- Demonstrates significance of topic in history and draws conclusions

Clarity of Presentation (20%)

- Presentation, written material is original, clear, appropriate, organized, articulate
- Performers show good stage presence; props, costumes are historically accurate

Rules Compliance

- Maintains time requirement (10 mins.)
- Includes annotated bibliography
- All equipment, effects are student-run
- Other:

Yes

No

Overall Rating (circle one)

Superior

Excellent

Good



Store 18 miles from Fort Stanton, New Mexico, date unknown, by A. J. Buck, courtesy of The National Archives.

Analyzing and Using Photographs

Photographs provide a very different perspective on the past than do written documents. Depending on their subjects, they may reveal a great deal about material culture, social relations, and individual and cultural values. We live in a visually-oriented society, so photographs also provide a very accessible way for students to study the past. The following includes suggestions for how to analyze photographs, where to find them, and how to use them for National History Day projects.

Connection with the Curriculum

This lesson meets the following national history standards for grades 5-12:

- Draw upon visual, literary, and musical sources (Standards in Historical Thinking, Historical Comprehension, Standard 2G).
- Interrogate historical data; identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation (Standards in Historical Thinking, Historical Analysis and Interpretation, Standard 4C-D).

Activity

Choose photographs to analyze, whether from this lesson or other ones you have available; do not include captions or identifying information. You might pick a few photographs, so that each student or group of students can choose a photograph which intrigues them. Make enough copies for every student or group of students. Also make enough copies of the photograph analysis worksheet for every student or group of students to have one. You might want to start by having the whole class analyze a photograph together, so that everyone understands how to do it. Have the students, whether individually or in groups, complete a worksheet for the photographs they have selected. Ask each group to share with the rest of the class what they learned from the photograph and the caption they wrote.

As a written activity, you could have each student assume the role of a person in the picture and write a diary entry describing the day the photograph was taken. An alternative writing assignment would be to have them assume the role of a newspaper reporter accompanying the



Pioneer camp scene before the opening of the Oklahoma Territory to white settlers, 1891, William C. Long Papers, courtesy of the Western Historical Manuscripts Collection, University of Missouri.

photographer and write a newspaper story about the subject of the photograph. Or you could ask each group to research the topic of their photographs, perhaps answering the questions they wrote in #6a, and report back to the class.

Enrichment and Extension

1. Have students bring in old family photographs to analyze. Make sure that they treat the photographs carefully! If they don't have family photographs of their own, suggest that they ask a neighbor or visit the library and photocopy a photograph in an old magazine or book or find a photograph that interests them on-line.
2. Have students analyze selected photographs from newspapers or current magazines. Now that they will be looking at the photographs with a more critical eye, they may be surprised to discover how much the photographer can influence the viewer's perception of an event or person. To follow up on that, you might ask a photographer from your local newspaper to come to your class and discuss his or her work.

Suggestions for Using Photographs for National History Day Entries

A. All Categories

Many photographs which students use are from books, and the book as a whole should be cited in the bibliography, rather than the individual photograph. If students have obtained the photograph from the Internet or from a photographic collection in a repository, they should cite it in the bibliography as follows:

Internet: Bagby, Harry. *J.P. Taylor town house*. 19__? Charles F. Gillette Photograph Collection, Library of Virginia Digital Library Program, <<http://image.vtls.com/GP/00911.jpg>>.

Repository: Bagby, Harry. *J.P. Taylor town house*. 19__? Charles F. Gillette Photograph Collection, Library of Virginia, Richmond, Virginia.

It is up to the students to determine if the photographs should be considered primary or secondary sources. They should explain their decision in the annotation.

B. The Use of Photographs in a Performance

Photographs may help students develop their performances by providing:



- an idea for a scene;
- visual evidence of the type of clothing people wore, to help make costumes; information about furniture or buildings, to help make backdrops;
- knowledge of tools, utensils, or other items which might be used as props;
- visual evidence of people's facial expressions and body language, to help with staging.

C. *The Use of Photographs in a Documentary*

Photographs may be used to:

- set a scene;
- present a visual image of a person whose voice is heard on the soundtrack;
- present a visual image of a person who is mentioned in the text or by someone on the soundtrack;
- depict the physical location where an event occurred or where someone lived;
- illustrate changes over time in a person or place;
- depict an event in several different stages or from different angles.

D. *The Use of Photographs in an Exhibit*

Photographs may be used to:

- illustrate a time line;
- document the changes over time in a person or place;
- present primary sources such as documents or artifacts for which originals were not available for use in the exhibit;
- present multiple perspectives of the same event or location or "before and after" shots;
- bring to life the people mentioned in the exhibit.

Copyright

It is permissible for students to use copyrighted photographs for their History Day entries without asking the permission of the copyright owner, because it is for an educational, nonprofit use. However, they must give credit in their bibliography as well as on the exhibit or in the documentary, as appropriate. In addition, they may not post the photographs to commercial web sites, allow their documentaries to be televised, or engage in any other non-educational or for-profit use of the photographs without first obtaining the permission of the copyright holder.

Where to Find Photographs

Historical photographs should be readily available in your community. In addition to the photographs owned by individual families or organizations, your public library and local historical institutions probably have photograph collections related to local history. Most public libraries have at least some old newspapers and magazines available, in the original or on microfilm. Many books include photographs. Finally, there are also many photographs available on-line. Here are some of the major collections:

- **American Memory Project**
<<http://memory.loc.gov/ammem/amhome.html>>.
This huge project from the Library of Congress includes various photographic collections. Among them are: Selected Civil War Photographs; America's First Look into the Camera: Daguerreotype Portraits and Views, 1839-1862; Touring Turn-of-the-Century America; American Environmental Photographs, 1891-1936; America from the Great Depression to World War II, 1935-1945; The Northern Great Plains, 1880-1920; The South Texas Border, 1900-1920; Small-Town America, 1850-1920; "Votes for Women" Suffrage Pictures, 1850-1920; Around the World in the 1890s: Photographs from the World's Transportation Commission.
- **Bancroft Library Pictorial Collection**
<<http://sunsite.berkeley.edu/calheritage>>.
This collection includes more than 28,000 California pictures.
- **Florida State Archives Photographic Collection**
<<http://www.dos.state.fl.us/fpc/>>.
This includes a wide range of images from the mid-15th century to the present.
- **Images of African-Americans from the Nineteenth Century**
<http://digital.nypl.org/Schomburg/images_aa19/>.
This site is provided by the Schomburg Library of the New York Public Library.
- **New Deal Network Library**
<<http://www.newdeal.feri.org/library/index.htm>>.
This site from the Franklin and Eleanor Roosevelt Institute includes many photographs of America during the Roosevelt presidency.
- **Western History Photos**
<<http://gowest.coalliance.org/highlite.htm>>.
This collection from the Denver Public Library includes thousands of on-line images.

Upper left: Chiracahua Apache Indians as they looked upon their arrival at the Carlisle Indian School, Pennsylvania, 1886, probably by John Choate, courtesy of The National Archives. Lower left: Chiracahua Apache Indians after four months training at Carlisle Indian School, Pennsylvania, 1886, probably by John Choate, courtesy of The National Archives.

Photograph Analysis Worksheet

(Adapted from the Maryland Historical Society's "How to Interpret a Picture"
and the National Archives' "Photograph Analysis Worksheet")

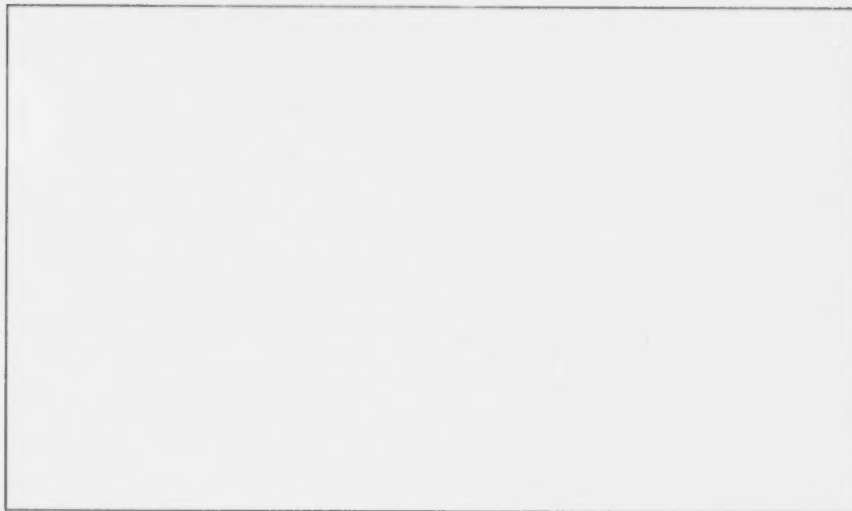
Picture Title: _____

Collection: _____

Date of Study: _____ Type of Picture: _____

WARM-UP

Sketch the main elements of the picture in the box below.



1. Look at the entire picture. What clues can you find about the location and date of the picture?
2. Imagine the picture is divided into four segments. Use the grid on the next page to examine the four parts of the picture.

Objects: Activities: People:	Objects: Activities: People:
Objects: Activities: People:	Objects: Activities: People:

3. What are the main messages of the picture?

4. What are the secondary messages of the picture?

5. What is the most important historical information this source provides?
Be sure to cite specific evidence from the source.

6. a. What questions does this photograph raise in your mind?

b. Where could you find answers to them?

7. Write a caption for this picture.

BEST COPY AVAILABLE

Cultural Frontiers: The English in Ireland

According to Howard Lamar and Leonard Thompson in *The Frontier in History: North America and Southern Africa Compared*, one way to define a frontier is "as a territory or zone of interpenetration between two previously distinct societies." Typically, one society will have occupied a region for many years, while the other will intrude, motivated by the desire for military conquest, the need for more land, or other reasons. Lamar and Thompson note that the "frontier 'opens' in a given zone when the first representatives of the intrusive society arrive; it 'closes' when a single political authority has established hegemony over the zone." In the interim, the two societies may have interacted in a variety of ways: the intruders may have killed or removed the indigenous people, the intruder society may have imposed its ways on the indigenous society or it may have adopted some of the indigenous culture, or other societies may have joined in the competition for dominance in that area. This lesson focuses on one example of such a frontier: the English-Irish frontier in Ireland.



Objectives

- To analyze a law as a primary source.
- To identify the ways in which the English and Irish interacted in Ireland.

Connection with the Curriculum

This lesson meets the following national history standards:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions (Historical Thinking Standards, Historical Analysis and Interpretation, Standard 3B).
- The redefining of European society and culture (World History Standards, Era 5: Intensified Hemispheric Interactions, 1000-1500 CE, Standard 2).

Background

In 1155, Pope Adrian IV authorized King Henry II of England to conquer the numerous petty kingdoms of Ireland for the purpose of reforming the Catholic Church in Ireland, which had developed in ways quite different from the Catholic Church in England and elsewhere. Anglo-Norman barons from England seized control of eastern Ireland, and in 1171, Henry II traveled to the island to assert his authority. The Anglo-Norman and many of the Irish lords submitted to Henry II. Three distinct areas emerged in Ireland, although their borders changed frequently: 1) the area around Dublin, known later as the Pale, which was directly controlled by the English government; 2) an arc of territory in central and eastern Ireland surrounding the Pale which was controlled by the Anglo-Norman lords; and 3) the western coast, which remained under Irish control outside of English authority. The native Irish (also called the Gaelic) lived in all areas, although they were less numerous in the English-dominated Pale; they lived as tenants on the estates of the Anglo-Norman lords.

King John of England established a civil government for Ireland in the early 1200s, trying to weaken the control of the Anglo-Norman lords. He created English-style counties and introduced English laws; later in the 1200s, an Irish Parliament

Note the line indicating the limits of the Pale.
Samuel Gardiner, *A School Atlas of English History*, 1905.

was established, although only English settlers or their descendants were represented in it. In the early 1300s, English authority reached its highest level, but it began to wane soon thereafter. Partly, that was because the Irish re-conquered territory, but it was largely due to the fact that many Englishmen began to adopt the Irish ways, becoming known as the Anglo-Irish. Around 1366, the Irish Parliament tried to halt this trend by passing the laws known as the Statutes of Kilkenny.

Activity

Create an overhead transparency or make enough copies of the excerpts from the Statutes of Kilkenny for all your students. If you prefer to use a copy of the full text, it is available on-line from the Corpus of Electronic Texts (CELT) at <<http://www.ucc.ie/celt/online/T000012/>>. Read the law with your students; they may find some parts hard to understand, so it is probably best not to ask them to read on their own.

Use the excerpts to discuss the following with your students:

1. What was the purpose of the statutes? According to the preamble, what prompted the Irish Parliament to adopt this law?
2. In what ways did the English and Irish interact? You might want to write a list on the board as the students discuss this.
3. How were violators of the statutes to be punished?
4. Do not tell the students yet that the statutes ended up having very little effect. Ask them whether they think these statutes would actually work and why or why not. If they have trouble deciding, you might ask them to discuss which laws in our own society are well-enforced and which aren't and to discuss the reasons why some laws are better enforced than others. Then ask the students how effective they think the statutes would be.

Enrichment and Extension

1. Have your students pretend to be either Irish or Anglo-Irish in 1367 and write a letter to a member of the Irish Parliament supporting or opposing the Statutes of Kilkenny. Or have them assume the role of an editor of a London newspaper and write an editorial about the Statutes.
2. As a longer-term assignment, ask your students to research other examples of laws regulating the interactions of people from different societies living together. Among the possibilities are Indians and European settlers in colonial America and Jews and Russians in the Russian Pale of Settlement, which existed from the late 18th century to World War I. They could write papers or create posters comparing the laws.

Afterword

The Statutes of Kilkenny ultimately failed to keep the English in Ireland from becoming more Irish in their ways. Beginning with Henry VIII in the 1500s, English monarchs tried to re-conquer Ireland, sending military expeditions, seizing land from the Irish and Anglo-Irish, and adding a religious element to the mix by establishing colonies of English and Scottish Protestants. The divisions created centuries ago continue to plague Ireland today.

How to Use this Lesson for History Day Entries

The experiences of the English and Irish in this frontier society during the late medieval and early modern periods could be a good topic for a paper or a performance, particularly if the student makes use of the many accounts by Anglo-Irish settlers and government officials living in Ireland, as well as the travelogues written by European visitors. However, the lack of visual resources would hinder creating documentaries or exhibits on this topic.

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Sir Henry Sidney, English lord deputy of Ireland from 1565-1571 and 1575-1578, making formal entry into Dublin. John Derrick, The Image of Irelande, 1581.

THE STATUTES OF KILKENNY (Excerpts)

Whereas at the conquest of the land of Ireland and for a long time after, the English of the said land used the English language, mode of riding and apparel and were governed and ruled, they and their subjects called Betaghues, by the English law; in which time the rights of God and of Holy Church and their liberties according to their conditions were maintained in due obedience. But now many English of the said land, forsaking the English language, fashion, mode of riding, laws, and usages, live and govern themselves according to the manners, fashion and language of the Irish enemies, and also have made divers marriages and alliances between themselves and the Irish enemies aforesaid; whereby the said land and the liege people thereof, the English language, the allegiance due to our lord the King, and the English laws there are put in subjection and decayed and the Irish enemies exalted and raised up contrary to right. Now therefore... there are ordained and established by our said lord the King and his said Lieutenant and council ... and others the commons of the said land at the said parliament there assembled the ordinances and articles under-written to be held and kept perpetually, upon the penalties contained therein.

Firstly, it is ordained, agreed, and established that Holy Church be free and have all her franchises without infringement...

Also it is ordained and established that no alliance by marriage, gossipred, fostering of children, concubinage or amour or in any other manner be henceforth made between the English and Irish on the one side or on the other. And that no Englishman or other person being at peace shall give or sell to any Irish in time of peace or war horses or armour or any manner of victuals, in time of war. And if any do to the contrary and thereof be attaint, that he shall have judgment of life and limb as a traitor to our lord the King.

Also it is ordained and established that every Englishman shall use the English language and be named by an English name, leaving off entirely the manner of naming used by the Irish; and that every Englishman use the English custom, fashion, mode of riding and apparel according to his estate...

Also, whereas diversity of government and divers laws in one land cause diversity of allegiance and disputes among the people, it is agreed and established that no English having disputes with other English henceforth make distraint or take pledge, distress, or vengeance against any other

whereby the people may be troubled, but that they shall sue each other at the common law, and that no English be governed in the settlement of their disputes by March or Brehon law, which by right ought not to be called law but bad custom; but that they be governed by the common law of the land as the lieges of our lord the King; and if any do to the contrary and thereof be attaint then he shall be taken and imprisoned and adjudged as a traitor. And that no difference of allegiance henceforth be made between the English born in Ireland and the English born in England by calling them "English hobbe" or "Irish dog," but that all shall be called by one name [viz.] the English lieges of our lord the King, and that any one found doing to the contrary shall be punished by imprisonment for a year and afterwards fined at the King's will...

Also it is agreed and established that no house of religion which is situate among the English, whether it be exempt or not, shall henceforth receive any Irishmen [to their] profession but shall receive Englishmen, without taking into consideration that they be born in England or in Ireland, and that [in the case of] any that shall do otherwise and thereof be attaint, the temporalities shall be seized into the hand of our lord the King to remain at his will...

Also, whereas the Irish minstrels coming among the English spy out the secrets, customs and policies of the English whereby great evils have often happened, it is agreed and forbidden that any Irish minstrels, that is to say tympanours, poets, story-tellers, babblers, rymours, harpers or any other Irish minstrels shall come amongst the English; and that no English receive them or make gift to them. And that he who does so and is thereof attaint, shall be taken and imprisoned, as well the Irish minstrels as the English that receive them or give them anything, and that afterwards they shall

be fined at the King's will...

Also that if truce or peace be made by the Justiciar or wards of the peace or sheriffs between English and Irish, and it be broken by any Englishman and he be thereof attainted, that he shall be taken and put in prison until satisfaction be made by him to those who are robbed and injured on that account and further that he be fined at the King's will; and if he have not wherewith to make restitution to those who are so injured that he have perpetual imprisonment.

Also our lord the Duke of Clarence, lieutenant of our said lord the King in Ireland, and the Council of our said lord the King there, the earls, barons, and commons of the land aforesaid at this present Parliament assembled, have requested the archbishops, bishops, abbots, priors and other persons of religion that they shall cause to be excommunicated and do excommunicate the persons contravening the statutes and ordinances aforesaid, and to fulminate other censures of Holy Church against them, if any by rebellion of heart act contrary to the statutes and ordinances aforementioned.

(Excerpts from the Statutes as translated by Edmund Curtis and printed in Edmund Curtis and R.B. McDowell, eds., *Irish Historical Documents, 1172-1922* (London: Methuen & Co., 1943), 52-59.)

Glossary

attaint—convict

Betaghies—Irish villeins or tenants on English-controlled land

distraint—seize property

distress—hold the property of a person against the payment of that person's debt

franchises—privileges or rights

gossipred—godparenthood

Holy Church—the Catholic Church in the English-controlled areas

Justiciar—a high judicial official

liege—owing allegiance and services to a lord or monarch

March or Brehon law—native Irish and Gaelic law

minstrels—entertainers who traveled from place to place

take pledge—take goods or personal property as security for a debt or obligation

temporalities—material possessions

victuals—food supplies



Indians and Westward Expansion: The Wyandot Experience

While most Wyandots eventually moved to Kansas, some ended up in Oklahoma. This is a Native American site in Oklahoma, William C. Long Papers, courtesy of the Western Historical Manuscripts Collection, University of Missouri.

As one historian has pointed out, the coming of Europeans to America and the later formation of the United States created a new world not just for whites but also for the Indians who had to adapt to their presence. Disease, trade, warfare, and missionaries all affected native societies. Tribes living on the frontier of white settlements faced difficult choices: assimilation, coexistence, resistance, or migration. Whatever choice they initially made, most tribes in the eastern U.S. ended up either virtually disappearing or moving west to make way for white settlers. In the late 1700s and early 1800s, the U.S. government negotiated dozens of treaties with Indian tribes in which the Indians ceded their land to the government in exchange for land elsewhere or other promises.

Objectives

- To examine the effects of the westward expansion of the United States on Indian tribes.
- To describe Indian attitudes toward the U.S. government in the early 1800s.
- To evaluate a petition.

Connection with the Curriculum

This lesson meets the following national history standards for Grades 5-12:

- Reconstruct the literal meaning of a historical passage; identify the central question(s) the historical narrative addresses; read historical narratives imaginatively; evaluate historical perspectives (Historical Thinking Standards, Historical Comprehension, Standard 2A-D).
- The student understands federal and state Indian policy and the strategies for survival forged by Native Americans (United States History Standards, Era 4: Expansion and Reform, 1801-1861, Standard 1B).



Background

The coming of Europeans to America created a new frontier zone, where Indians and Europeans interacted to varying degrees. Among the tribes greatly affected by the European presence were the Wyandots, an Iroquois-speaking tribe. They had lived in what is now western New York, but conflict with the Senecas forced them to move to present-day Ontario and then to join the Huron Confederacy. They became caught up in the devastating warfare between the Iroquois and the Hurons for control of the hunting grounds along the Great Lakes in the first half of the 1600s. The victorious Iroquois forced the Wyandots to move, and for several decades they migrated from place to place until the French invited them to settle near Detroit in 1701. The Wyandots prospered, thanks to trade with the French and other tribes. They expanded south into Ohio in the mid-1700s and became the leaders of the various Indian tribes of the Ohio country or, as it was later called, the Old Northwest.

In the 1750s, the Wyandots fought on the side of the French against the British in the French and Indian War; after the French lost, the tribe reluctantly became allies of the British. Most Wyandots supported the British in the War of American Independence, fearing that an American victory would mean that the frontier of white settlement would push farther west. Their fears were realized after the U.S. won, as the Wyandots and several other tribes signed a treaty in 1785, ceding their territory east of the Cuyahoga River to the new nation. Despite the treaty, conflicts between the Indians and the U.S. continued, and the Indians and the U.S. Army fought various battles in the early 1790s, culminating in a crushing defeat for the Wyandots and their allies at the Battle of Fallen Timbers in 1794. General Anthony Wayne, the American military commander, opened negotiations with the Indians of the Northwest Confederacy, led by the Wyandot chief Tarhe. Tarhe and the other Indian leaders signed the Treaty of Greenville, giving up much of their land claims in Ohio in

exchange for the promise of an annual payment from the U.S. government. The Wyandots gave up additional land in treaties signed in 1805 and 1807. In 1811, various Indians united under Tecumseh to resist U.S. expansion, but most of the Wyandots did not join the resistance, despite their growing dissatisfaction. Instead, in 1812, they sent a petition to the U.S. government, asking that their concerns be addressed.

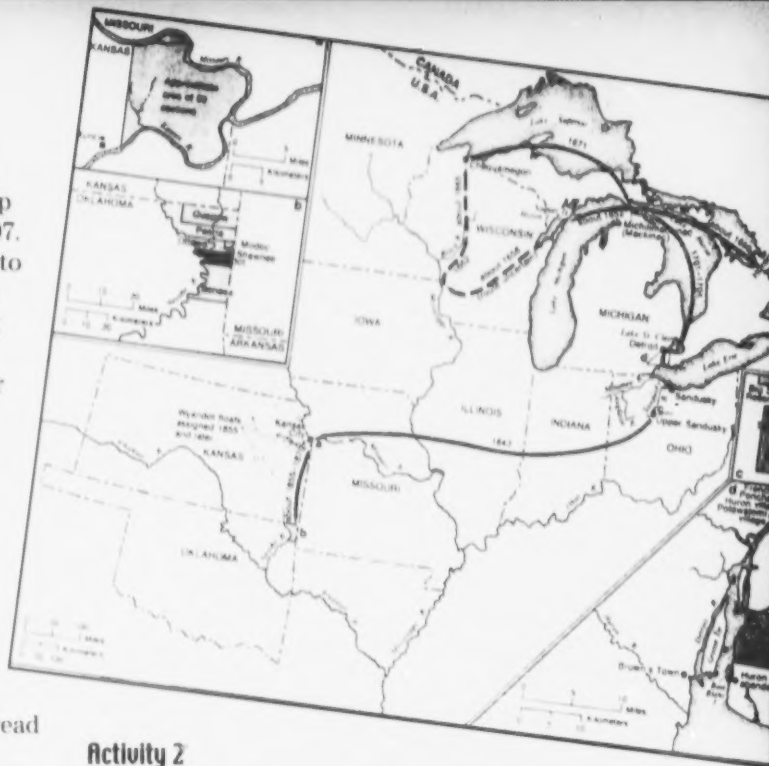
Preparation

Tell your students about the history of the Wyandots. Make enough copies of the petition for each student to have one.

Activity 1

Ask the students to take turns reading each paragraph of the petition aloud, until they have read the entire document. Discuss the following questions either as a whole class or by breaking the students into groups and assigning each group to answer one question and report back to the class:

1. To whom was the petition addressed? How did the petitioners describe themselves? How did they describe the United States? What does the document reveal about the Wyandots' attitude toward the U.S.?
2. What were the Wyandots trying to accomplish by sending this petition?
3. What arguments did the Wyandots use to try to persuade the U.S. government to grant their wishes? Why do you think they mentioned both the rebellion led by the Shawnee chief Tecumseh and the imminent war between Britain and the U.S.?
4. What did you learn in this petition about the history of the relationship between the United States and the Wyandots? How did the Wyandots explain signing so many treaties which were unfavorable to their own interests?
5. How had living on the frontier of white settlement affected the Wyandots? How did their experiences with whites lead to growing tensions within their own society? What did you learn in this petition about their economic situation? How did they earn a living? What were their economic concerns?



Activity 2

As a writing assignment, ask students to write a response to the petition on behalf of either President James Madison or the House of Representatives. An alternative assignment could be to ask the students to write a petition to the President or Congress taking the role of a white settler who opposed the Wyandots' petition.

Enrichment and Extension

1. Assign students to investigate the treaties between the U.S. government and the Wyandots. The text of the treaties can be found on-line at the Ohio Historical Society <http://www.ohiokids.org/ohc/history/h_indians/document> or at the official site of the Wyandot Nation of Kansas <<http://history.cc.ukans.edu/kansas/wn/#treaties>>. As a writing assignment, have students write a letter to a U.S. senator, either supporting or opposing ratification of the treaty; they could assume the character of a white settler in the area, a Wyandot, or a missionary among the Wyandots.
2. The Wyandot Nation of Kansas web site <<http://history.cc.ukans.edu/kansas/wn/#missions>> includes letters and other writings by Jesuit and Protestant missionaries among the Wyandots from the 1600s to the early 1800s. Have your students use these writings as the basis for projects on the Wyandot way of life and how the presence of whites—whether missionaries or others—affected the Wyandots.

Wyandot settlements and movements. From Handbook of North American Indians, vol. 15, courtesy of the Smithsonian Institution.

3. Have your students as individuals or groups investigate the history of the tribes which lived in your area and report back to the class.

Afterword

The Wyandots did not receive the assurances they desired from the U.S. government. Some of the Wyandots fought on the British side during the War of 1812, but the majority sided with the U.S. After the war, white settlers flooded into Ohio. The Wyandots ceded most of their remaining lands to the U.S. in 1817 in return for an annual payment of \$4,000 and agreed to settle on a reservation around Upper Sandusky, Ohio; in 1818, the U.S. set aside two more reservations, one in Ohio and one in Michigan, for the surviving Wyandots. During the 1820s and 1830s, the Wyandots faced pressure to give up even these reservations, and in 1842, the tribe's leaders signed a treaty of removal, giving up the reservations in exchange for money and land west of the Mississippi River. The Wyandots, the last tribe to leave Ohio, moved to Kansas in 1843, and some later moved to Oklahoma.

How to Use this Lesson for History Day Entries

Since one definition of a frontier is the area between different societies or occupied at the same time by representatives of different societies, the history of the relationship between specific Indian tribes on the one hand and white settlers and their governments on the other makes a perfect topic for History Day entries for this year's theme. Research for entries could include treaties and petitions such as those discussed in this lesson, reports by

government agents, the records of local or federal courts in cases involving Indians, the accounts of missionaries (who were often sympathetic to the Indians) or settlers (who were often unsympathetic to the Indians), narratives and other records created by the Indians themselves, captivity narratives (accounts by whites taken captive and sometimes adopted by Indian tribes), and newspaper accounts. A performance from the point of view of a missionary or captive could depict the effects of white settlement on Indians, while a documentary could use a court case or a treaty as the starting point for an examination of the relationship between an Indian tribe and the government. An exhibit could use maps, timelines, copies of documents, and photographs of archaeological sites to recount the interaction between whites and a particular Indian tribe.

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DOCUMENT

The Wyandots. Communicated to the House of Representatives, February 28, 1812.

To the President of the United States of America, the Senate, and House of Representatives, in Congress assembled, at Washington. The petition of your children, the principal chiefs and sachems of the nation of Wyandots, in behalf of themselves, their warriors, their women and children.

FATHERS: Listen to your children, the Wyandots, who are now desirous of letting you know their sentiments.

FATHERS, LISTEN! We, your children, now address you, on a subject of the utmost concern to ourselves, our women, and children; we hope the Master of Life will inspire you with sentiments of benevolence, to hear our complaint with patience, and that the appellation of father, which our deceased friend General Wayne, at the Treaty of Greenville, assumed, and desired us, for the future, to call our Great Fathers, the Long Knives, will be realized in this instance, and that your unfortunate children will in this matter experience the indulgent treatment which they have a right to expect from a great, a rich, and a powerful nation.

FATHERS, LISTEN! For we want you to know our minds. Our friends have made our hearts glad, when they have read to us, annually, the messages of the respective Presidents of the United States to Congress, as respects ourselves, that every thing was done to ameliorate our circumstances; that ploughs, and several implements of agriculture, had been delivered to us, with many sweet talks, from the agents of the Indian department in this territory, to cultivate the earth, as the game was getting scarce.

FATHERS, LISTEN! This has given your children great pleasure to hear; we trust, when our father the President of the Seventeen Great Fires directed these messages and talks to be sent, that he had not a bit of sugar in his mouth at the time: for we found his voice very sweet. We hope that the words came from the bottom of his heart.

FATHERS, LISTEN! We the Wyandots have taken hold of this good work, and peaceably have cultivated the land we have lived on, time immemorial, and out of which we sprung: for we love this land, as it covers the bones of our ancestors.

FATHERS, LISTEN! The bad birds are going about seeking to do mischief; we are now told, that we and our children are not to be allowed to live on this land more than fifty years, and, if we leave it, as we always have done in the winter season, to hunt on the Scioto [River], and other parts of the State of Ohio, that the land will be taken from us.

FATHERS, LISTEN! This is not according to the promises which were made to us at the treaty of Greenville, and afterwards, more particularly by our late friend General Wayne, after his arrival at Detroit; his death on the road, going to the seat of Government, is much lamented by us; for, if it had pleased the Great Spirit to have spared his life a little longer, his words would not have been buried with him at Presqu' Isle.

FATHERS, LISTEN! The late General Wayne was a warrior, and a brave man, and such men as he was, never tell lies.

FATHERS: Listen to your children the Wyandots. When your agent, our friend Governor Hull, told us, at the treaty of Detroit, that you wanted the land from the Big Rock towards Sagua, going to fort Defiance, we reluctantly signed the treaty, because our young warriors and women had made us solemnly promise never to dispose of that land; but our

friend assured us that he would write to our Great Father, the President of the Seventeen Fires, to give us back the land we and our ancestors have so long lived on, situated between Riviere aux Ecorces, and Rocky river of lake Erie, and in that expectation we signed the paper.

FATHERS, LISTEN! The treaty of Detroit had not long been executed, when our friend Governor Hull again called us together at Brownstown. He said that Congress wanted more of our lands, and particularly a road, upwards of two miles wide, on the best part of our hunting ground from the Miami river to Sandusky, and from thence due south to the boundary line of the treaty of Greenville.

FATHERS, LISTEN! We then told our friend Governor Hull, that all our nations had agreed together, in a most solemn manner, to sell no more lands, and the council was broke off on that account; but we at length consented to make our Great Father a present of this land, in hopes that he would reciprocate with us, and let us keep the land out of which we sprung. Surely, since you call yourselves our Fathers, let your conduct answer to your professions. We have given you one hundred times as much, at the treaty of Brownstown, for nothing; we have always behaved like dutiful children; surely you will not, after this, treat us like a step father, but you will at least be the hundredth part as generous as we have been to you.

FATHERS, LISTEN! After all these explanations, made with frankness, we expect you will not turn us off of our lands at Brownstown and Menquagon aforesaid, but that you will grant us, your children the Wyandots, the land contained in the following boundary, viz: to commence at a small run, about half a mile from Maera, or Walk-in-the-Water's dwelling house, on the northeast side, to run from thence, along the Detroit river, until it crosses the river Huron, on the north side of lake Erie, for one mile, (that is, the river Huron, beyond Brownstown, to the southwest) thence, to extend back to the boundary line established by the treaty of Detroit, (beyond which to Rocky river, near river Raisin, we will forever, hereafter, abandon any further claim to) excepting, nevertheless, those lands which the commissioners of the land office at Detroit have confirmed to actual settlers.

FATHERS, LISTEN! Should you grant our wishes as above, we will undertake to keep open, and maintain in good order, all the roads and bridges which may be required on this land, by existing laws, going from Detroit to river Raisin.

FATHERS, LISTEN! Should you not like the above proposal, which we delivered to our friend Governor Hull, on the 30th September, 1809, and of which speech we now send you a copy, to be referred to, we hope you will at least grant us the land, which none shall have it in their power to sell, or dispose of, unless with the consent of the chiefs and sachems of the Wyandot nation.

FATHERS, LISTEN! Several black robes (i.e. ministers) have come to our villages, to preach the religion of white people; they told us the religion of the whites consisted in a few

words; that was, to do unto others as we wish that others should do unto us.

FATHERS, LISTEN! Since we have made you so large a present of land, at the treaty of Brownstown, we wish you to put the above Christian rule in practice; for we are a poor, helpless race of mortals: we are objects of compassion.

FATHERS, LISTEN! If you really want to ameliorate our condition, let us have the land given to us; we have built valuable houses, and improvements on the same; we have learned the use of the plough; but now we are told we are to be turned off the land in fifty years.

FATHERS, LISTEN! This has given us great uneasiness; this pretence of bettering our situation, it appears, is only for a temporary purpose: for, should we live on the land for fifty years, as farmers, and then be turned off, we will be very miserable indeed. By that time, we shall have forgot how to hunt, in which practice we are now very expert, and then you'll turn us out of doors, a poor, pitiful, helpless set of wretches.

FATHERS, LISTEN! We are desirous that the paper, which our friends Governor Hull and Judge Woodward brought forward while they were at Washington together, about six years ago, should be passed into a law, and that we will, each, at least get sixty acres of this land per head, and that six hundred and forty acres of said land will be granted to each of our chiefs and sachems, to enable them to sustain the dignity of their offices, and to keep up their importance, as regards the necessary regulations of police.

FATHERS, LISTEN! The atmosphere is all cloudy, and every thing looks as if the Great Spirit was displeased. We are told that there is to be war between our Great Fathers and the British. We are also told, that there has been a battle between Governor Harrison's army, and those Indians who are under the influence of the Shawanee prophet.

FATHERS, LISTEN! We know that some of your wise men, who do not know our customs, will look into your book of treaties, and they will find, that, at Muskingum, fort Harmar, Greenville, and at the treaty of Detroit, this piece of land has been conveyed to the United States, by all the nations.

FATHERS, LISTEN! We can assure you in sincerity and truth, how the thing is conducted at all treaties. When the United States want a particular piece of land, all our nations are assembled; a large sum of money is offered; the land is occupied probably by one nation only; nine-tenths have no actual interest in the land wanted; if the particular nation interested refuses to sell, they are generally threatened by

the others, who want the money or goods offered, to buy whiskey.

Fathers, this is the way in which this small spot, which we so much value, has been so often torn from us. We, the Wyandotts, are now a small nation. Unless you have charity for us, we will soon be forgot, like the Nottaways of Virginia.

FATHERS, LISTEN! We are very desirous of living in friendship and peace with our brethren of the Seventeen Great Fires; but our young men are not satisfied to be turned off this land in their old days.

FATHERS: Listen to your children—open your ears! What we have said to you, comes from the bottom of our hearts: it is but a trifle we ask of you, as a great nation. Be charitably inclined to us, and grant us our petition.

Maera, or Walk-in-the-Water, his X mark,

Chidawenoe, his X mark,

Rowesah, his X mark,

Rewayerough, his X mark,

Ququengh, his X mark,

Yeaugh Lowanea, his X mark,

Roniyarech, his X mark,

Mentotonak, his X mark.

Reprinted from Walter Lowrie and Matthew St. Clair Clarke, eds., *American State Papers. Documents, Legislative and Executive, of the Congress of the United States, From the First Session of the First to the Third Session of the Thirteenth Congress, Inclusive: Commencing March 3, 1789, and Ending March 3, 1815, Class II, Indian Affairs*, Vol. 4 (Washington: Gales and Seaton, 1832): 795-96.

Glossary

General Wayne—Anthony Wayne, who defeated the Indians at the Battle of Fallen Timbers and negotiated the Treaty of Greenville

Governor Harrison—William Henry Harrison, governor of Indiana, who led U.S. forces against Tecumseh's army at the Battle of Tippecanoe in 1811

Governor Hull—the territorial governor of Michigan

Sachem—another word for chief

Seventeen Great Fires—the United States (there were 17 states at the time)

Shawanee prophet—a reference to Tenkwata, Tecumseh's brother, who had inspired the rebellion of Northwest Indians in 1811

Treaty of Brownstown—signed in 1807

Treaty of Detroit—signed in 1805

Treaty of Greenville—signed in 1795, gave most Indian land in Ohio to the U.S. in exchange for annual payments





Women on the 19th-Century Frontier

by Dennis Chandler

The taming of the West has a number of characters, plots, and subplots that have captured the imagination of the people of this country for centuries. It has left an incredible impact on the development of this nation that is still very much in evidence today. It has been stated that the most important group of people in the "taming of the West" were women, for they decided that they had to make the frontier "a fit place to raise kids."

In spite of this crucial role, there is a tendency to overlook women's contributions. The view of frontier women as depicted on television or in the movies very rarely gives an objective and accurate image. By examining primary source documents, students will begin to understand and appreciate the life of women on the frontier, their struggles, and their accomplishments.

The Harvey Andrews family at the grave of their 19-month-old son in Nebraska, 1886, courtesy of The National Archives.

Objectives

- To use diaries, letters, and memoirs as primary source documents.
- To explore the roles and experiences of pioneer women.
- To compare the roles of women and men on the frontier.
- To contrast the role of women in the 19th century with the role of women in today's society.

Connection with the Curriculum

This lesson meets the following national history standards:

- Read historical narratives imaginatively; evidence historical perspectives; draw upon visual, literary, and musical sources (Historical Thinking Standards, Historical Comprehension, Standard 2C, D, and G).
- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions (Historical Thinking Standards, Historical Analysis and Interpretation, Standard 3B).
- The student understands the settlement of the West (United States History Standards, Era 4: Expansion and Reform, 1801-1861, Standard 2E).
- The student understands how agriculture, mining, and ranching were transformed (United States History Standards, Era 6: The Development of the Industrial United States, 1870-1900, Standard 1C).

Preparation

Teachers should have already introduced the topic of the westward migration of the 19th century. This can be done in any existing format.

Audiovisual materials needed:

Video clips of the "Little House on the Prairie" television series.

Written materials needed:

Primary sources such as diaries, memoirs, or letters. Some suggestions are below, but you may use any relevant ones which are available to you.

Printed books:

Fisher, Christiane, ed. *Let Them Speak for Themselves: Women in the American West, 1849-1900*. Hamden, CT: Archon Books, 1977.



Women disembarking from the "Guy Hunter" on the Missouri River, undated, Benecke Family Papers, courtesy of the Western Historical Manuscripts Collection, University of Missouri.

Sandoz, Mari. *Old Jules*. Boston, Massachusetts: Little, Brown, 1935.

Sanford, Mollie Dorsey. *Mollie: The Journal of Mollie Dorsey Sanford in Nebraska and Colorado Territories, 1857-1866*. Lincoln, Nebraska: University of Nebraska Press, 1959.

Schlissel, Lillian, comp. *Women's Diaries of the Westward Journey*. New York: Schocken Books, 1992.

Stewart, Elinore Pruitt. *Letters of a Woman Homesteader*. Lincoln, Nebraska: University of Nebraska Press, 1989.

Internet sites with primary sources about 19th-century frontier women:

"California As I Saw It: First-Person Narratives of California's Early Years, 1849-1900" at the American Memory Project <<http://memory.loc.gov/ammem/cbhtml/cbhome.html>>.

"Diaries, Memoirs, Letters and Reports Along The Trails West" at Elizabeth Larson's Overland Trail site <<http://www.over-land.com/diaries.html>>. This is not an academic site and should be used with caution, but it has links to some very good primary sources.

"Making It Their Own: Women in the West" at WestWeb at the City University of New York <<http://www.library.csi.cuny.edu/westweb/pages/women.html>>.

"Pioneering the Upper Midwest: Books from Michigan, Minnesota, and Wisconsin, ca. 1820-1910" at the American Memory Project <<http://memory.loc.gov/ammem/umhtml/umhome.html>>.

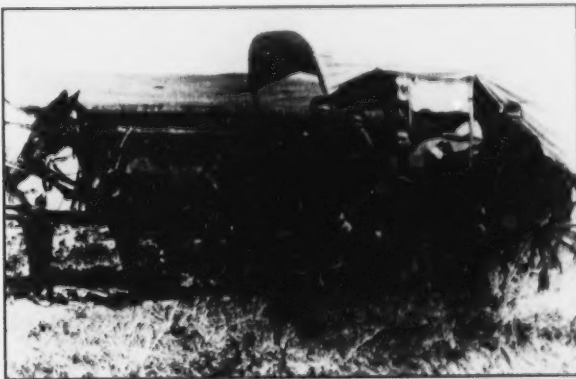
Activity

Have your students view clips of the television program, "Little House on the Prairie." Have a discussion comparing the roles of men and women as depicted on the program. As the students come up with ideas, create lists of men's and women's roles (or activities) on the board or on a transparency.

Divide the students into groups and assign each group one or two short primary sources or excerpts from primary sources (diaries, letters, and memoirs). Ask each group to create a poster comparing and contrasting the experiences of women as revealed in the primary sources and as depicted on "Little House on the Prairie."

Enrichment and Extension

The focus of the enrichment/extension activity is to compare the role of women in the 19th century with the role of women in today's society. Comparisons can be made about the role of women at home and outside the home, their experiences as married or single women, the material culture of the period, etc.



Family posing in front of their covered wagon in Loup Valley, Nebraska, 1886, courtesy of The National Archives.

Students may select from a variety of culminating assignments. Assignments can be individual or group.

- Complete a diary entry taking the role of a frontier woman or man.
- Write a letter to a friend back East describing life on the frontier.
- Create a dialogue between two women on the frontier engaged in a typical activity, such as baking bread, doing the laundry, or making a quilt.
- Write an obituary for a frontier man, woman, or child.
- Create a skit describing frontier life.
- Create a monument that reflects frontier life.

How to Use This Lesson for History Day Entries

The culminating activities reflect the different types of National History Day entries. Research can lead to the composition of an historical paper, individual or group exhibits, individual or group performances, or individual or group documentaries.

Dennis Chandler is a senior curriculum and assessment specialist for Advanced Systems in Measurement and Evaluation, Inc.

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Cather, Willa. *O Pioneers!* Many editions.

Faragher, John Mack. *Women and Men on the Overland Trail*. New Haven: Yale, 1979.

Jeffrey, Julie Roy. *Frontier Women: The Trans-Mississippi West, 1840-1880*. New York: Hill and Wang, 1979.

Lee, L. L., and Merrill Lewis, eds. *Women, Women Writers and the West*. Troy, New York: Whitston Publishing, 1980.

Luchetti, Cathy, and Carol Olwell. *Women of the West*. St. George, Utah: Antelope Island Press, 1952.

Stratton, Joanna. *Pioneer Women: Voices from the Kansas Frontier*. New York: Simon and Schuster, 1981.

The Sea of China and the Indies.



S^r Francis Drake

was on this sea and landed

An 1577 in 70 deg where he took

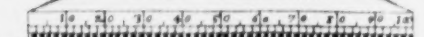
Possession in the name of Q^{ue}

Eliza Calling it new Albion

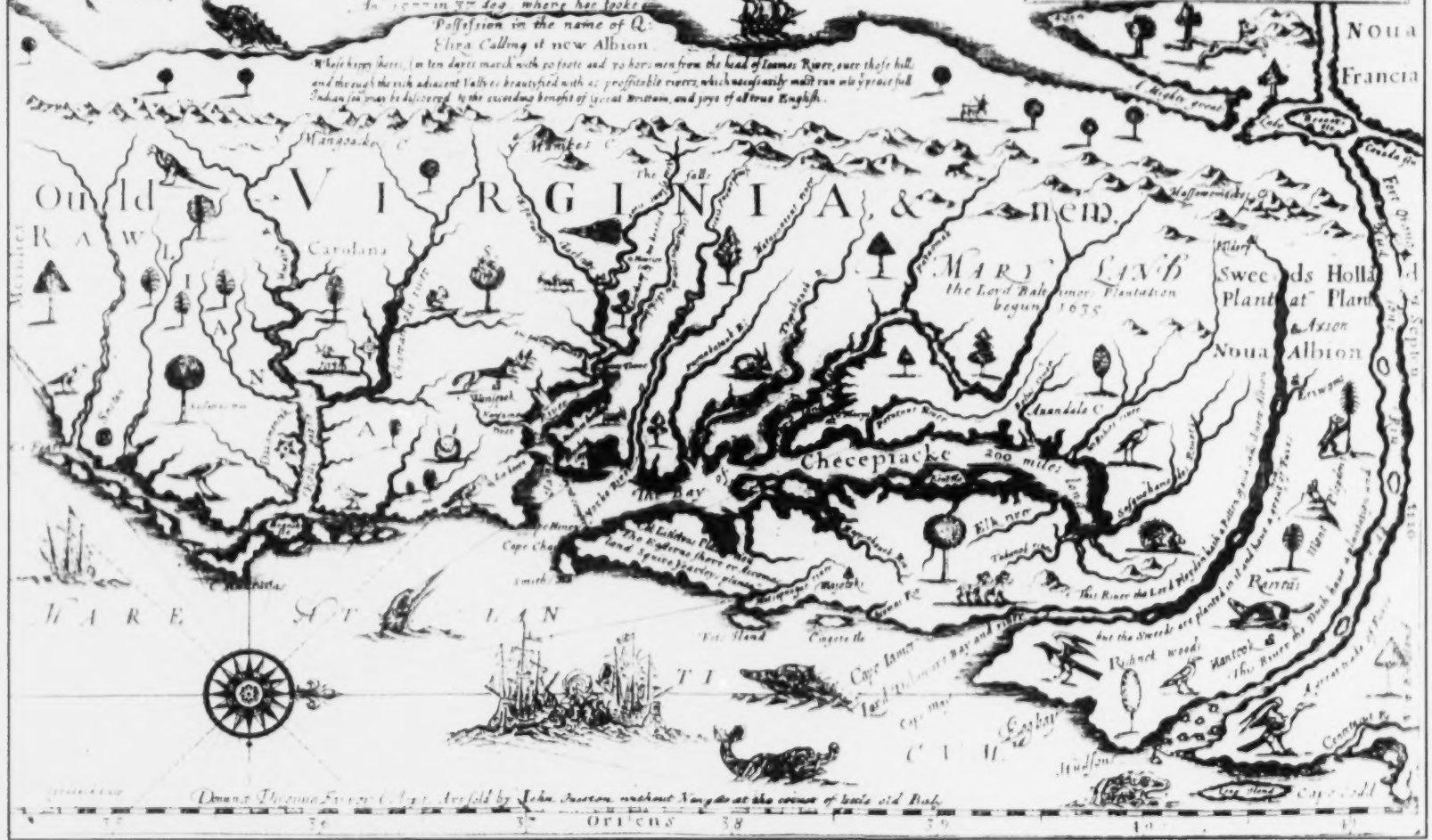
While happy there, in ten dayes march with 50 foote and 70 horse men from the head of James River, over those hills and through the rich adjacent Vallies beautified with as profitable rivers, which necessarily must run into y^e great full Indian sea may be delivered by the exceeding benefit of great Brittain, and joye of all true English.



Scala Miliarum



A map of Virginia discovered to S^r Hall, and in the latt From 35 deg & 1/2 near Florida, to 41 deg bounds of new England.



Using Maps to Study Frontiers

We have access today to maps which are highly accurate, based on satellite images or careful surveying. Most people use maps to help them travel between two points, while developers or planners may use maps to decide where to build or where to target particular services. When Europeans first settled in America, however, mapmaking was far from being a science. Indeed, some early maps are quite artistic, such as the fanciful map of Virginia and Maryland drawn by John Farrer in 1651. While the map does include some of the physical features which we expect to see in maps, it also reveals a great deal about how Europeans viewed this frontier of the English empire.

Objectives

- To analyze historical maps.
- To analyze the attitude of the English toward the 17th-century American frontier.

Connection with the Curriculum

This lesson meets the following national history standards for grades 5-12:

- Draw upon data in historical maps (Standards in Historical Thinking, Historical Comprehension, Standard 2E).
- The student understands the European struggle for control of North America (United States History Standards, Era 2: Colonization and Settlement, 1585-1763, Standard 1B).

Background

English settlers had first come to Virginia in 1607, when the Virginia Company founded Jamestown. Maryland was settled in 1634, when Lord Baltimore's colonists established their own colony on the banks of the Chesapeake Bay. The French, Swedes, and Dutch had settled colonies to the north, while the Spanish had settled colonies to the south of the Chesapeake. Even as the Europeans began raising crops and trading with the Indians, they still clung to the dream which had initially inspired them to explore the Americas: to find an easy water route to China and India, source of much-desired and highly profitable trade goods.

Nonetheless, by 1651, when the map in this lesson was printed, very few Europeans had penetrated far into the interior of North America and geographical knowledge was quite hazy. According to the name on the map, it was created by a Virginia Farrer, but it was actually the work of John Farrer. Farrer had been involved in the Virginia Company, and the map itself provides some clues as to what inspired him to create it.

Activity

Ask your class to come up with a list of the types of information they expect to get from a modern road or highway map (you might want to bring a sample to class). Write the list on the board.

Make a transparency of the map or make enough photocopies for every student to have one. Ask the students the following questions:

1. Locate the following map elements:
 - Title
 - Mapmaker's name
 - Compass
 - Scale
 - Legend
2. What is the orientation of the map? How does the orientation differ from what we expect in maps today? Why?
3. What geographic area does the map include, besides Virginia and Maryland? Locate the various European colonies. Locate the bodies of water. Does anything seem mislabeled or inaccurate, based on what we know about North America? Where would your home state be on this map?
4. Look at your list of types of information available on a modern map. How much of that information is available on this map? What other information or elements does this map include which a modern map doesn't? Why? (As an alternative, you might create a Venn diagram with the oval on the left filled with the information and characteristics available from the 1651 map and the oval on the right representing the information and characteristics of a modern map; put what they have in common in the overlapping area.)

5. Look at the place names of the towns. Which do you think are English? Which do you think are Indian? (Hint: The English towns are usually marked by a circle and have English names.) Do there seem to be many Indians left in Virginia at this time?
6. List the animals and plants which appear on the map. Do the animals seem threatening or docile? Why do you think the mapmaker included this information? Do you think it would be easy or difficult to survive in a land filled with these animals and plants?
7. Who is Sir Francis Drake? Why does he appear on this map? (Hint: This gets at why the map was created.)
8. If you had been a poor young Englishman or Englishwoman in 1651 and all you knew about Virginia and Maryland was what was on this map, would you want to move there? Why or why not? What does the map tell you about English attitudes about the American frontier?

Enrichment and Extension

1. Find an early map of your state and have students compare it to a modern highway map, using questions similar to those found above. Look at the section entitled "Where to Find Maps" for some suggestions on where you can find older maps.
2. Ask students to draw a map of their neighborhood and to include the landmarks and other information which they consider important. Ask for volunteers to share their maps with the class and explain why they chose those landmarks.

Where to Find Maps

Your state archives and state historical society are your best bets for finding early maps of your state. Many of them have reprints available for sale. Check the links page of the NHD web site <<http://www.nationalhistoryday.org>> for links to these institutions.

In addition to printed collections available at libraries, you can find some excellent historical maps at these Internet sites:

American Memory Map Collections, 1544-1999
<<http://memory.loc.gov/ammem/gmdhtml/gmdhome.html>>
This Library of Congress site includes many excellent maps from the collections of the Geography and Map Division.

Cartographic Images

<<http://www.iag.net/~jsiebold/carto.html>>
This collection provides more than 1,000 images of ancient, medieval, and early modern maps.

Oddens' Bookmarks:

The Fascinating World of Maps and Mapping

<<http://oddens.geog.uu.nl/main.html>>
This site does not include any images, but it provides nearly 1,000 links to cartographic sites on the Internet.

University of California at Berkeley Digital Map Collection

<<http://library.berkeley.edu/EART/browse.html>>
This collection has several hundred maps, mostly dating from before 1900. A bit over half are of California, but there are some gems for other parts of the country.

University of Georgia Hargrett Library Rare Map Collection

<<http://www.libs.uga.edu/darchive/hargrett/maps/maps.html>>
This collection is particularly strong for colonial and southern historical maps.

University of Texas Perry-Castaneda Library Map Collection

<http://www.lib.utexas.edu/Libs/PCL/Map_collections/Map_collections.html>
This is an outstanding collection of historical maps for the entire world, including images or links for most states.

Yale University Map Collection

<<http://www.library.yale.edu/MapColl/online.html>>
This collection includes many maps of different parts of the world, not just the U.S.

How to Use this Lesson for History Day Entries

Maps may be useful in a variety of ways. Students in all categories can use maps for research purposes. In addition, students creating exhibits or documentaries can use maps to indicate exact locations, portray the relative positions of groups or institutions, and trace movement.

The President and the Power to Conserve the American Frontier

by John Riley



"Old Zuni," 1879, by John K. Killers, courtesy of The National Archives.

By the end of the 19th century, explorers had largely measured the landscape that defined the American frontier. The once boundless land was now comprehensible, and the natural resources that could be extracted from it were beginning to be calculable. At the same time, between approximately 1880-1920, other forces were working together to create the beginnings of the conservation movement in America. Travel and leisure were on the rise, as was the notion that America's open spaces provided an antidote to the perils of city life. Equally important was the progressive political philosophy, personified by President Theodore Roosevelt, that the federal government must take an active and aggressive role in planning the wise use of natural resources.

The passage of the 1906 Antiquities Act was a landmark in the conservation movement. It provided the president of the United States with the authority, at his discretion, to set aside for federal protection large tracts of land as national monuments. Since 1906, presidents have used the Antiquities Act almost 100 times, protecting millions of acres of public land. Sometimes these decisions have angered landowners, who argued that they have been left out of the decision-making process and, thus, have had little control over local land use issues.

Objectives

- To evaluate the significance of the Antiquities Act of 1906 in the conservation of American open spaces.
- To describe the role of the president in conserving natural resources in the 20th century.
- To explain the promise and the dangers of granting discretionary authority to the president in creating national monuments.

Connection with the Curriculum

This lesson meets the following national history standards:

- Identify issues and problems in the past; marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action; evaluate the implementation of a decision (Historical Thinking Standards, Historical Issues Analysis and Decision-Making, Standard 5A, B, and F).
- How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption (United States History Standards, Era 7: The Emergence of Modern America, 1890-1930, Standard 1).

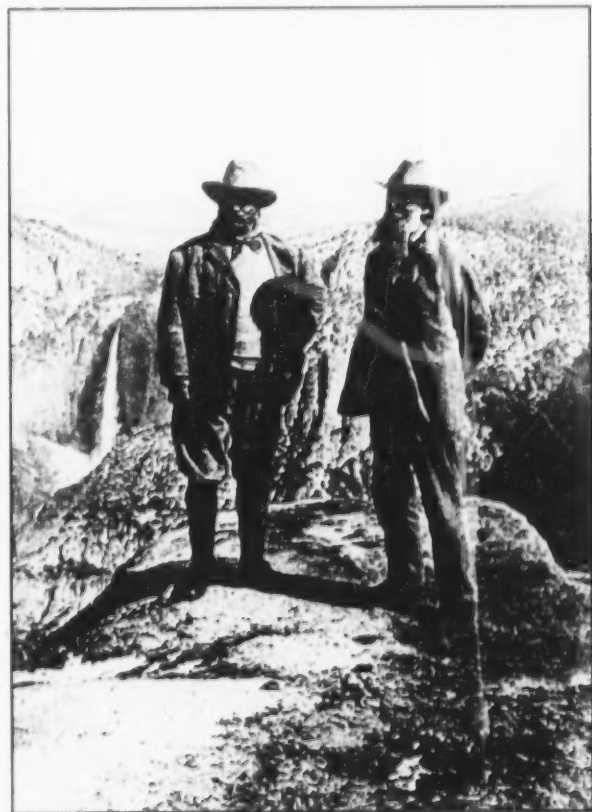
Background

In 1872, Congress ordered that the Yellowstone country of Wyoming and Montana be set aside "as a public park or pleasuring-ground for the benefit and enjoyment of the people." In the next several decades, Congress created other national parks, such as Yosemite and Mount Rainier. Congress was motivated by two goals, which were not seen at the time as necessarily conflicting: preserving nature and promoting tourism.

In addition to Congress, presidents also participated in the effort to preserve nature. Between 1891 and 1901, presidents Benjamin Harrison, Grover Cleveland and William McKinley transferred 50 million acres into forest reserves, the precursor to national forests. President Theodore Roosevelt (1901-1909) appointed Gifford Pinchot as chief of the Bureau of Forestry and followed Pinchot's advice to place another 150 million acres into reserves. As a young man, Roosevelt had operated a cattle ranch in the Dakota Territory. His love of the outdoors combined with his political belief that the federal government should be the major force behind conservation. More so, he came

to wield the executive authority of the presidential office with great energy. In 1903, he asked, "Is there any law that will prevent me from declaring Pelican Island [Florida] a Federal Bird Reservation?... Very well, then I so declare it!" By executive order, he created the first of 51 national bird sanctuaries. Not everyone was pleased with what were viewed as the president's near-dictatorial powers. Roosevelt claimed: "I did not usurp power, but I did greatly expand the use of executive power... I acted for the common well-being of all our people."

American Indian sites came to be just as endangered as nature. During the late 1800s, numerous World's Fairs and museums featured exhibits on Indian life, displaying artifacts dug up by archaeologists. As the demand for Indian artifacts grew, Indian sites began to suffer from looting and vandalism. Teams of scientists began to document the destruction and called for federal protection. Beginning in 1887, the scientists were joined by a woman named Virginia McClurg, who



Theodore Roosevelt and environmentalist John Muir at Yosemite, c. 1906, Underwood and Underwood, courtesy of Library of Congress.

toured the country denouncing the destruction and lobbying for passage of a national law to protect Indian ruins. Among her most ardent supporters were more than 250,000 women belonging to the Federation of Women's Clubs.

In 1906, Congress enacted the American Antiquities Act with virtually no debate and no opposition. The Antiquities Act strove to protect "any historic or prehistoric ruin or monument, or any object of antiquity" on federal lands, providing the president with the authority to declare national monuments those historic landmarks which he deemed worthy. It reflected the broader shift in power from the Congress to the president, a shift that more or less dominated 20th-century American politics.

Activity 1

Make copies of the Antiquities Act of 1906 or make a transparency. Discuss the background of the conservation movement with your students, or have them read the relevant portion of their textbooks. Have students carefully read the text of the Antiquities Act of 1906. Ask them to summarize the first 3 sections. Discuss the following:

1. How well did the Act address the major concerns which prompted its passage?
2. By passing the Act, Congress gave the president the power to select tracts of land to be set aside without getting its approval from Congress, the people's representatives. Why do you think Congress gave the president such authority rather than keeping that power in its own hands?
3. During the debate in the House of Representatives on the Antiquities bill, John Stephens of Texas expressed concern that the bill could potentially take huge tracts of land off the market. John Lacey of Iowa, who chaired the Committee on Public Lands, assured him that "not very much" land would be taken, because the "bill provides that it shall be the smallest area necessary for the care and maintenance of the objects to be preserved." The intent, he told the Texan, was simply "to preserve these old objects of special interest and the Indian remains in the pueblos in the Southwest." Just three months after Congress passed the Antiquities Act, President Theodore Roosevelt proclaimed Devil's Tower in Wyoming the first national monument. Devil's Tower was a site of scientific rather than historical interest, as was the fourth monument

which he proclaimed, the Petrified Forest in Arizona. Was this an abuse of his power as president? Have the students look again at section 2 of the Antiquities Act.

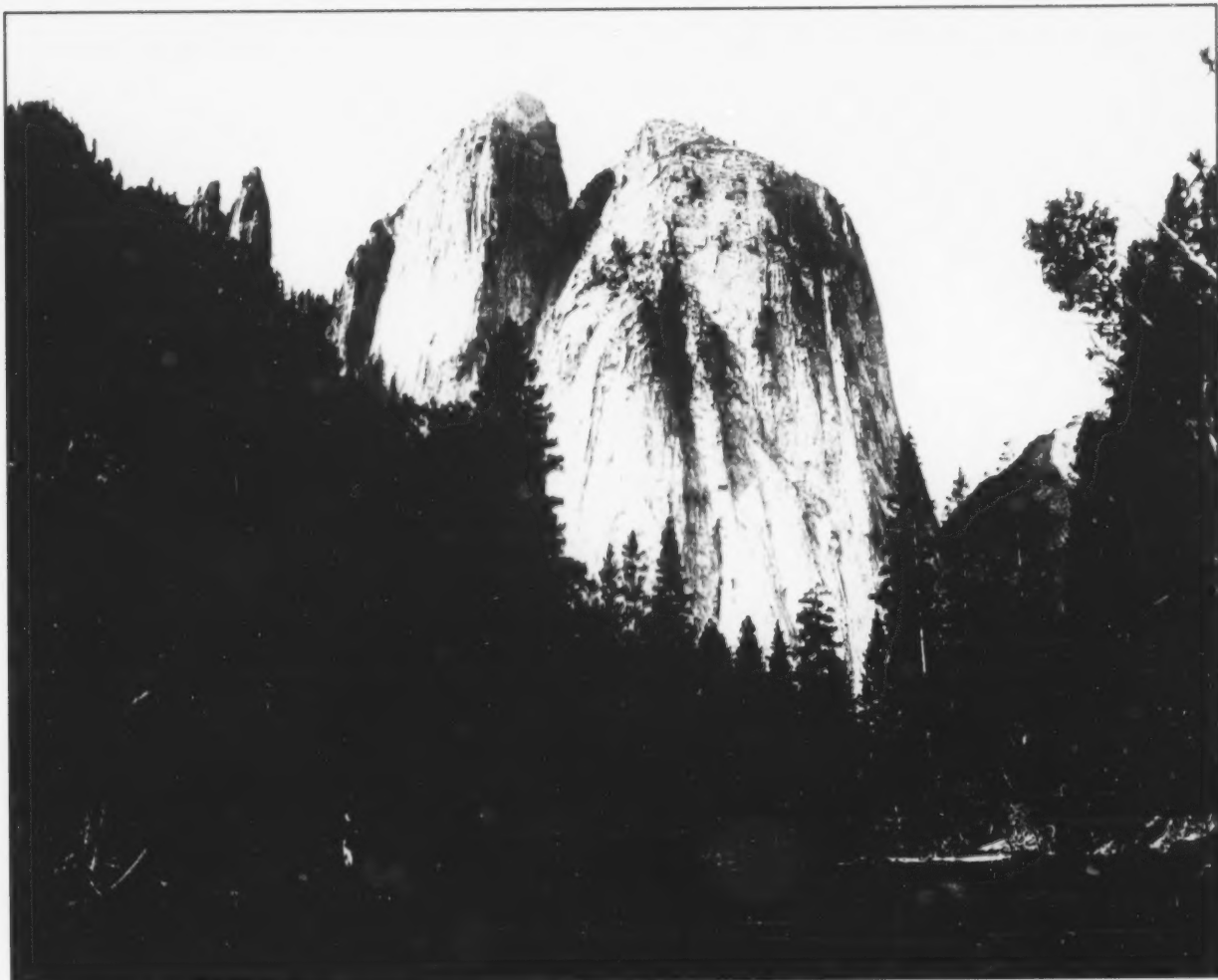
Activity 2

Despite the nearly unanimous support which the Antiquities Act received in 1906, presidential proclamations of national monuments sometimes spark heated opposition. When a president creates a national monument, the extraction of coal, oil, timber and other resources in that area becomes very restricted. Some critics also object that frequently, presidents reserve much more land than is necessary to protect the area, thereby reducing local economic opportunities. Local landowners have sometimes complained that presidents have acted without consulting the wishes or needs of the people who live near the monuments.

Divide your students into groups and assign each group a different national monument to research. You could have them research national monuments near where you live (most of the monuments are in the western half of the country, but there are a few in the east). Alternatively, you could ask them to research some of the more controversial monuments, such as Grand Staircase-Escalante in Utah and Jackson Hole in Wyoming (the latter turned into a tug of war between the president and Congress). A complete list of the monuments created by each president is available on the National Park Service's web site at <http://www.cr.nps.gov/history/antiq.htm>. Your students can also find out more about each monument elsewhere on the NPS site. Each group should research the circumstances of the monument's creation, including whether there was any opposition to it, why it was proclaimed a monument, and how many acres or square miles the proclamation encompassed. Have students write a brief history of a national park or national monument or create a poster or exhibit depicting the monument's history.

Enrichment and Extension

In May 1908, President Theodore Roosevelt sponsored a three-day conference of governors at the White House. For the first time in American history, representatives from the states met together to discuss the nation's natural resources. The White House Conference on Conservation has been called



Visits to Yosemite helped convince President Roosevelt of the need for conservation. Cathedral Rocks, Yosemite, c. 1861, Carleton E. Watkins, courtesy of Library of Congress.

"a seminal event in the history" of the conservation movement.

One of the results of the meeting was the creation of the National Conservation Commission, a group of state and federal representatives who sought to calculate the nation's natural resources and make recommendations for their future use.

After the National Conservation Commission met, it submitted a report. President Roosevelt wrote a message to Congress that introduced the report. This message summarized the findings and recommended actions to conserve water, forests, land and minerals. But the message also gave Roosevelt a chance to use his "bully pulpit." The message is dated January 22, 1909, less than two

months before he would step aside for a new president. Roosevelt took the opportunity to summarize the good deeds of his progressive administration.

To find the message go to the Library of Congress' on-line exhibit, "The Evolution of the Conservation Movement, 1850-1920." You will find it at <<http://memory.loc.gov/ammen/amrvhtml/conshome.html>>. Search for "Report of the National Conservation Commission." You will find Roosevelt's message near the beginning of the report. Have students read the message and make a list of the accomplishments that Roosevelt cites for his administration. Besides conservation, do they see any other "frontiers" explored by Roosevelt's

administration? Also have students outline the recommendations for conserving water, forests, land and minerals. How does conservation fit into the larger goals of the Progressives? As a written assignment, ask the students to write an editorial from the point of view of either a conservationist or a western business newspaper at the end of Roosevelt's presidency.

How to Use this Lesson for History Day Entries

The history of the conservation movement can be an ideal topic for a student investigating "frontiers" in American history. The end of the physical frontier led to efforts to save what was valuable about the land and to plot a course for its wise use. It is also instructive to examine the evolution of the split between conservationists and preservationists when applied to natural resources and/or historical resources. The role of the president is quickly revealed in any historical examination of the conservation movement, especially in the last several decades when environmental organizations have courted presidential nominees. Students may want to focus on the efforts of one particular president.

Artists and photographers left behind many images of the open spaces in the late 19th and early 20th centuries. Students will find these useful for illustrating their projects. Explorers such as John Muir also left behind excellent eyewitness accounts.

Internet

For presidents, the west, and the environment, visit the web site of the White House Historical Association at <<http://www.whitehousehistory.org>>. Go to the "Learning Center" for grades 4-8, click on "Making History at the White House" and select "The White House and Western Expansion."

For the early history of America's conservation movement, visit the Library of Congress' American Memory site and visit the on-line exhibit at <<http://memory.loc.gov/ammem/amrvhtml/conshome.html>>.

The text of laws and regulations relating to conservation can be found on the National Park Service's web site at <<http://www.cr.nps.gov/linklaws.htm>>.

John Riley is Director of Education for the White House Historical Association.

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Rettie, Dwight. *Our National Park System: Caring for America's Greatest Natural and Historic Treasures*. Urbana: University of Illinois Press, 1995.

AMERICAN ANTIQUITIES ACT OF 1906
16 UNITED STATES CODE 431- 433

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That any person who shall appropriate, excavate, injure, or destroy any historic or prehistoric ruin or monument, or any object of antiquity, situated on lands owned or controlled by the Government of the United States, without the permission of the Secretary of the Department of the Government having jurisdiction over the lands on which said antiquities are situated, shall, upon conviction, be fined in a sum of not more than five hundred dollars or be imprisoned for a period of not more than ninety days, or shall suffer both fine and imprisonment, in the discretion of the court.

Sec. 2. That the President of the United States is hereby authorized, in his discretion, to declare by public proclamation historic landmarks, historic and prehistoric structures, and other objects of historic or scientific interest that are situated upon the lands owned or controlled by the Government of the United States to be national monuments, and may reserve as a part thereof parcels of land, the limits of which in all cases shall be confined to the smallest area compatible with proper care and management of the objects to be protected: Provided, That when such objects are situated upon a tract covered by a bona fide unperfected claim or held in private ownership, the tract, or so much thereof as may be necessary for the proper care and management of the object, may be relinquished to the Government, and the Secretary of the Interior is hereby authorized to accept the relinquishment of such tracts in behalf of the Government of the United States.

Sec. 3. That permits for the examination of ruins, the excavation of archaeological sites, and the gathering of objects of antiquity upon the lands under their respective jurisdictions may be granted by the Secretaries of the Interior, Agriculture, and War to institutions which they may deem properly qualified to conduct such examination, excavation, or gathering, subject to such rules as they may prescribe: Provided, That the examinations, excavations, and gatherings are undertaken for the benefit of reputable museums, universities, colleges, or other recognized scientific or educational institutions, with a view to increasing the knowledge of such objects, and that the gatherings shall be made for permanent preservation in public museums.

Sec. 4. That the Secretaries of the Departments aforesaid shall make and publish from time to time uniform rules and regulations for the purpose of carrying out the provisions of this Act.

Approved, June 8, 1906



PANMUNJOM
UN

RECEIVING POINT

The United Nations sign marks the receiving point for returning repatriates of the UN POW exchange with North Korea, August, 1953, courtesy of the 50th Anniversary of the Korean War Commemoration Committee.

Korea Divided: The 38th Parallel

In 1946, Winston Churchill observed, "From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the continent" of Europe. Churchill was speaking of the hostile, heavily-armed border between communist Eastern Europe and democratic, capitalistic Western Europe, a geographic frontier which symbolized the division between the two conflicting ideologies of the Cold War. In Korea at this time, a similar sort of curtain descended, as the 38th parallel separated communist North Korea and capitalist South Korea. With the collapse of the Soviet empire in the late 1980s and early 1990s, the Iron Curtain has disappeared. In Korea, however, the Cold War continues and the two nations remain divided.



The main line of resistance in Korea, undated, courtesy of the 50th Anniversary of the Korean War Commemoration Committee.

Objectives

- To describe the significance of the 38th parallel in the first year of the Korean War.
- To compare North Korea and South Korea, the nations divided by the 38th parallel.

Connection with the Curriculum

This lesson meets the following national history standards:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions; consider multiple perspectives (Historical Thinking Standards, Historical Analysis and Interpretation, Standard 3B and D).
- How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up (World History Standards, Era 9: The 20th Century Since 1945, Standard 1).

- How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics (United States History Standards, Era 9: Postwar United States, 1945 to early 1970s, Standard 2).

Background

In the 19th century, China, Japan, and even Russia had each tried to gain control over all or part of Korea. With its victories in the Sino-Japanese War of 1894-1895 and the Russo-Japanese War of 1904-1905, Japan won the competition and in 1910 it annexed Korea. During most of World War II, Korea remained under Japanese control. After the Cairo Conference in 1943, China, the United States, and Great Britain jointly announced that "The aforesaid three great powers, mindful of the enslavement of the people of Korea, are determined that in due course Korea shall become free and independent." The Soviet Union, however, continued to regard Korea as an important area for its own security. At the Yalta conference in early 1945, President Franklin Roosevelt and Soviet Premier Josef Stalin agreed informally on creating a trusteeship for Korea, although the Yalta Accords made no mention of Korea. At the Potsdam conference in July, American representatives urged the Soviets to declare war on Japan and promised some territorial concessions. Eager to control Korea, the Soviets declared war on Japan on August 8th and the next day landed troops in northern Korea.

The actual division of Korea at the 38th parallel was the work of American military planners. By August 10th, it was clear that Japan was on the verge of collapse and the War Department began planning who would accept the surrender of Japanese forces in different areas of the Pacific theater. Since the United States would not have any troops in Korea until September and the Soviets were only just beginning their occupation, the American planners were looking for a way to satisfy the Soviets without allowing them to seize all of Korea. As a result, they decided to propose that the Soviets accept the Japanese surrender north of the 38th parallel and the United States accept it to the south. Stalin accepted the proposal.

The 38th parallel divided the Korean peninsula nearly across the middle. The area south of the parallel was smaller than the area to the north, 37,000 square miles versus 48,000. However, it was more heavily populated, with 21 million people compared to only 9 million in the north. The

northern zone included most of the peninsula's mineral deposits and heavy industry, while the southern zone was primarily agricultural, although it also had many factories which produced consumer goods using raw materials from the north.

While the United Nations hoped that a trusteeship plan would lead to the creation of a unified and independent Korea, that did not happen. The Soviets refused to allow voters in the northern zone to participate in a UN-sponsored general election in 1947. By 1950, both the United States and the Soviet Union had withdrawn their troops. A communist government controlled North Korea and a democratically-elected government ruled South Korea, with each government hoping for reunification of Korea under its control. In June 1950, North Korea invaded South Korea in an effort to gain control of the entire peninsula.

Activity 1

Divide the students into four groups. Assign two groups to represent the views of Secretary of State Dean Acheson and other civilian advisers to the president, such as W. Averell Harriman, special assistant to the president; assign the remaining two groups to represent the views of military leaders such as General Douglas MacArthur, Commander-in-Chief in the Far East, and General Omar Bradley, chairman of the Joint Chiefs of Staff. The

assignment for each group will be to write a report for President Harry Truman recommending a course of action and explaining the reasoning behind their recommendations.

Have one civilian group and one military group write reports in the last week of June 1950, after North Korean troops crossed the 38th parallel and invaded South Korea, quickly conquering much of the country. At the time, President Truman was debating how to respond to the attack and sought input from his advisers. Have the other civilian group and military group write reports in mid-September 1950, when United Nations troops had pushed the North Korean army back near the 38th parallel and Truman was debating whether or not to allow UN troops to cross the 38th parallel to actually fight in North Korea.

To write their reports, the students should research the positions which advisers actually took at the time. Give the students several days to do the research and write their reports. They can find additional information:

- in newspapers and magazines from the time periods in question;
- at the Truman Library's Korean War web site <http://www.whistlestop.org/study_collections/korea/large/index.htm>, which includes many contemporary documents, oral history transcripts, and excerpts from memoirs by the participants;
- in published memoirs or correspondence by Harry



The armistice-signing ceremony, which confirmed the continuation of the 38th parallel as the dividing line between North Korea and South Korea, July, 1953, courtesy of the 50th Anniversary of the Korean War Commemoration Committee.

Truman, Douglas MacArthur, Dean Acheson, and other leaders of the day;

- in books about the Korean War, including James F. Schnabel's *The United States Army in the Korean War: Policy and Direction: The First Year*, a book available on-line from the Center for Military History at <<http://www.army.mil/cmhp/books/p&d.htm>>.

You could end this unit by having two staff meetings with the military and civilian advisers, with you or a student playing the role of President Truman as he presided over the meetings and made his final decisions.

Activity 2

Have students either individually or in groups write a paper or create a poster comparing present-day North Korea and South Korea. Some of the topics they could compare include population, economy, resources, government, military strength, health, and religion. In addition to sources such as encyclopedias, the students could also consult some excellent reference works available on-line, including:

- From the Central Intelligence Agency: *The World Factbook 1999: Korea, North* <<http://www.odci.gov/cia/publications/factbook/kn.html>> and *The World Factbook 1999: Korea, South* <<http://www.odci.gov/cia/publications/factbook/ks.html>>;
- From the Federal Research Division of the Library of Congress: *North Korea: A Country Study* <<http://lcweb2.loc.gov/frd/cs/kptoc.html>> and *South Korea: A Country Study* <<http://lcweb2.loc.gov/frd/cs/krtoc.html>>.

Enrichment and Extension

The armistice of 1953 divided the Korean peninsula along the military front line existing at the time, which was roughly the 38th parallel; South Korea did gain some territory north of the 38th parallel.

The armistice created along this line a four-kilometer wide buffer or demilitarized zone (DMZ). Since 1953, there have been thousands of incidents of North Korean incursions into the DMZ, and more than 2,300 South Korean and American troops have been killed or wounded. You could have an American veteran of the DMZ come and talk to your class about his or her experiences. For help in identifying appropriate veterans, you might contact the Korea Deployment Respect and Recognition Committee (KDRRC). A list of regional directors may be found at <<http://home.att.net/~kdrcc/KRDRRCorganization.htm>>. The KDRRC web site <<http://home.att.net/~kdrcc/index.htm>> also has a list of some of the DMZ incidents and other information.

Afterword

The armistice of 1953 was only a cease-fire and did not officially end the war, which technically continues to this day. Since the war, the two nations have developed in very different ways, but the DMZ continues to be a hostile frontier between them. The two sides have occasionally discussed reunification, but little progress has been made. In June 2000, for the first time ever, the leaders of the two countries were scheduled to meet.

How to Use this Lesson for History Day Entries

An exhibit could focus on the role of the 38th parallel in the Korean War not only in terms of the origins of the war but also how it affected strategic decisions by both sides. Another possibility would be to focus on the DMZ; a documentary could examine some of the incidents which have occurred in or near the DMZ and how the DMZ has affected relations between the two countries.

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50th Anniversary of the Korean War Commemoration Committee web site <<http://korea50.army.mil>>

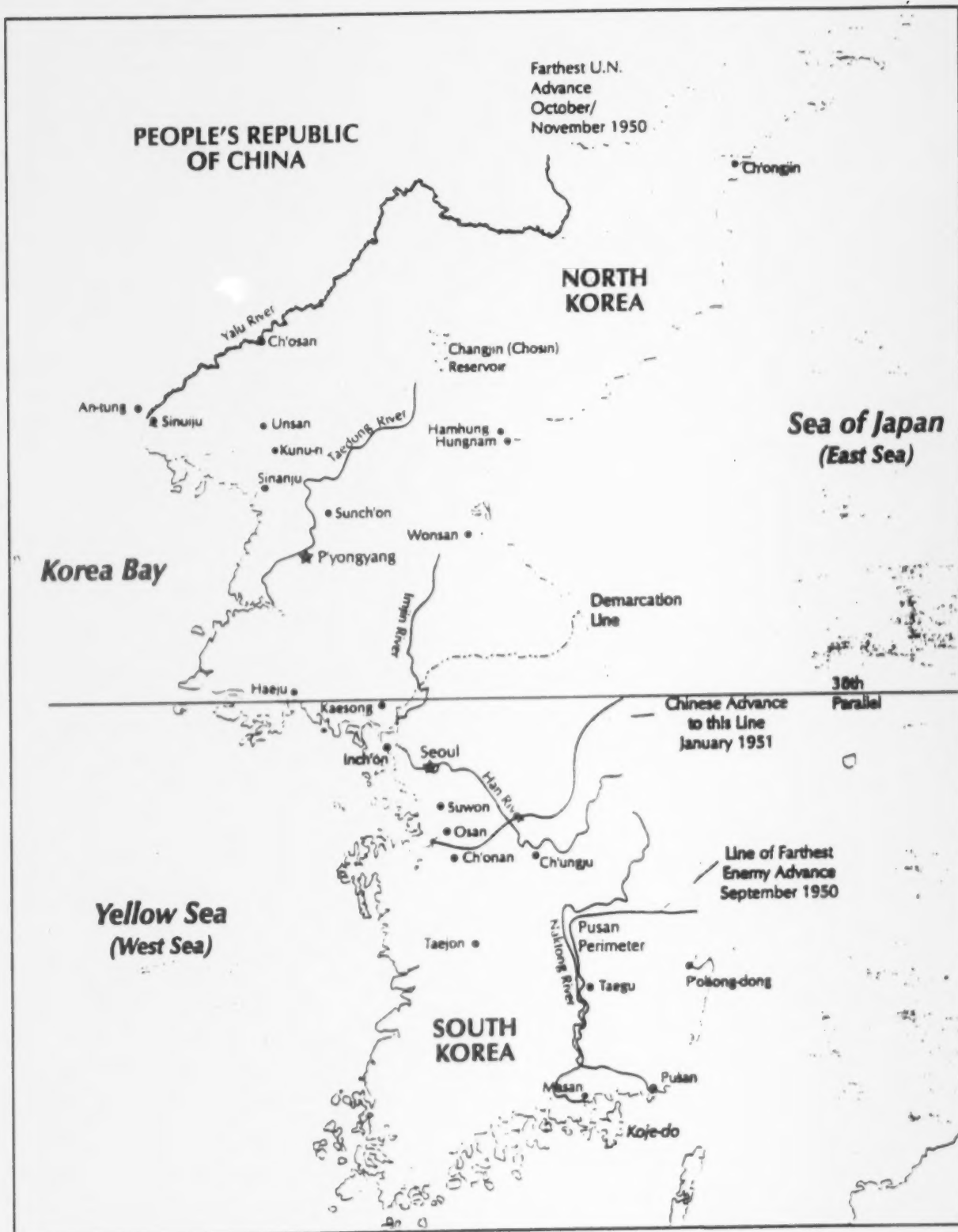
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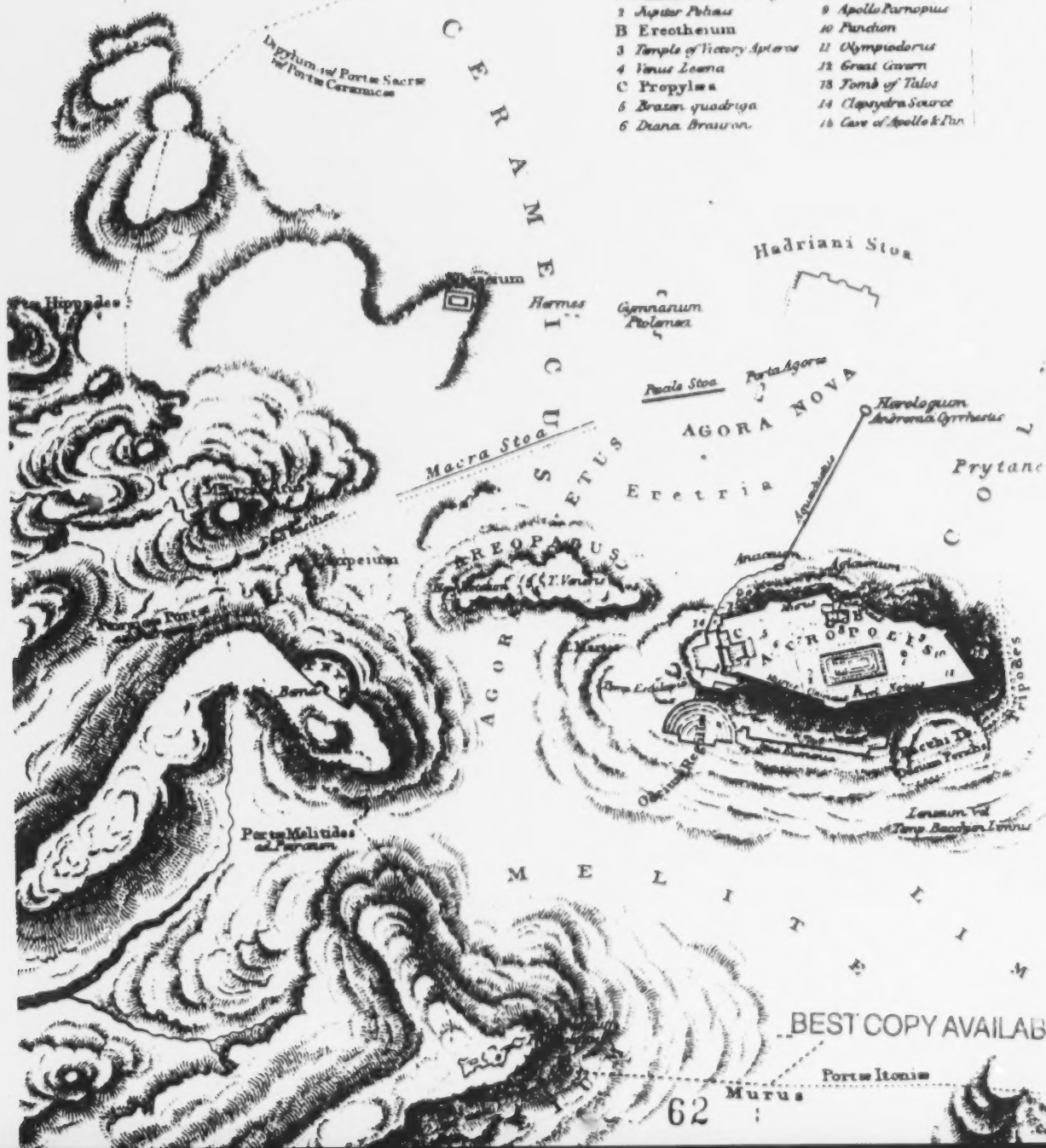
The 38th parallel serves as the dividing line or frontier between North Korea and South Korea.
Map courtesy of the 50th Anniversary of the Korean War Commemoration Committee.



CERAMEICUS EXTERIOR

ACROPOLIS

- | | |
|----------------------------------|-------------------------|
| A Parthenon | 7 Minerva Promachus |
| 1 Pedestal of Romulus & Augustus | 8 Erechtheion |
| 2 Asclepeion | 9 Apollo Parnopius |
| B Erechtheion | 10 Pandion |
| 3 Temple of Victory Apteros | 11 Olympiodorus |
| 4 Venus Leana | 12 Great Court |
| C Propylaea | 13 Tomb of Talos |
| 5 Brazen quadriga | 14 Clepsydra Source |
| 6 Diana Brauron | 15 Cave of Apollo & Pan |



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Frontiers in Ideas:

Democracy in Ancient Athens

Growing up in a society where nearly all adult citizens have the right to vote and hold office, Americans today do not always realize that democracy has been a far less common form of political organization in world history than rule by one person (monarchy or dictatorship) or rule by a few people (oligarchy or aristocracy). More than 2,000 years ago, the citizens of ancient Athens developed a radically democratic form of government, unlike any others at that time. While it did not endure permanently, democracy in Athens nonetheless was a frontier in politics.

Objectives

- To determine what people at the time saw as the advantages and disadvantages of Athenian democracy.
- To compare the viewpoints and arguments in two documents dealing with the same subject.

Connection with the Curriculum

This lesson meets the following national history standards for grades 5-12:

- Reconstruct the literal meaning of a historical passage; identify the central question(s) the historical narrative addresses; read historical narratives imaginatively; evidence historical perspectives (Historical Thinking Standards, Historical Comprehension, Standard 2A-D).
- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions; consider multiple perspectives; compare competing historical narratives (Historical Thinking Standards, Historical Analysis and Interpretation, Standard 3B, D, and G).
- The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states (World History Standards, Era 3: Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE, Standard 2A).

Background

Oligarchies—small groups of powerful, wealthy men—ruled many of the city-states in ancient Greece, and the citizens had very little say in government. In a few city-states, however, more democratic governments developed. The most democratic city-state of all was Athens, where government evolved into a direct democracy. There, all citizens could participate in government. Every citizen belonged to the assembly, which passed all laws. Meetings of the assembly sometimes attracted 6,000 or more citizens. In addition, 500 citizens were chosen by lot to serve on the council, which supervised the administration of government. Large juries—again chosen by lot among all citizens—decided court cases. Citizens over age 30 from all classes except the lowest property class were eligible to serve in most offices; much of the work of government was conducted by committees of citizens chosen by lot. Unlike in most city-states, jurors and other government officials received pay, so that poorer citizens could afford to serve. The only exceptions to government officials being chosen by lot were for positions requiring specific skills such as generals; the assembly elected a board of ten generals annually.

While the Athenian government was a direct democracy for all citizens, the vast majority of Athenians did not qualify for citizenship. Women were not allowed to participate in government, nor were foreigners (known as metics). About one-third of Athenians were slaves who were excluded from citizenship. In fact, at the height of its "Golden Age," around the 440s BC, only an estimated 19,000-45,000 of Athens's 300,000 residents were citizens. It was also possible for individuals to dominate the government. From 443 BC to 421 BC, Athenian voters kept re-electing the same man, Pericles, as one of the generals, and he became extremely powerful; one of Pericles's opponents observed that a "democracy in name, Athens was in reality the monarchy of" Pericles. Nonetheless, the city had a far more democratic government than existed

elsewhere in the world. Whether because of or in spite of this government, Athens prospered tremendously, controlling a huge empire, gaining great wealth, and earning international renown for its culture.

From 431 to 404 BC, Athens fought against its rival Sparta in a series of battles known as the Peloponnesian War. It was traditional to hold a large public funeral service to honor the soldiers killed in battles. It was at one of these services that Pericles, the leader of the Athenian government, gave a stirring defense of democracy in the speech which we know as "Pericles's Funeral Oration." Democracy, he pointed out to the mourners, provided Athenian soldiers with far more reason to fight than soldiers from other city-states and made their deaths more meaningful.

While many ordinary citizens agreed with Pericles, Athenian democracy drew criticism from some of the city's wealthier residents and from members of the upper classes elsewhere. The best-known criticism came from an anonymous writer, known to us only as the "Old Oligarch" or "pseudo-Xenophon," who published a pamphlet called "The Constitution of the Athenians." The Old Oligarch was not impressed by this frontier in political organization, and his writing drips with disdain for both democracy and the lower classes.

Preparation

Have students read the section in their textbooks on classical Greece, or discuss with them the above information about Athens. Be sure that they understand how Athenian direct democracy differs from our own democratic system.

Activities

1. Divide the class into groups of 4 or 5. Assign each group either the excerpt from "Pericles' Funeral Oration" or the excerpt from the Old Oligarch's "The Constitution of the Athenians." Give them 20-25 minutes to create a written list of the advantages (Pericles) or the disadvantages (the Old Oligarch) of direct democracy. At the end of that time, have each group in turn share items from their lists, while you write them on the board. Then ask the students to come up with their own list of the advantages and disadvantages of direct democracy and whether they think it would work in our society.
2. Give each student a copy of both excerpts. As a class, discuss the two documents, outlining the advantages and disadvantages of direct democracy. As an in-class or homework writing assignment, have students write a critique of Athenian democracy from the point of view of someone who was not a citizen: a woman (whether wealthy, middle-class, or poor), a slave, or a metic.

Enrichment and Extension

1. To illuminate the ways in which Athens differed from other Greek city-states of the time, stage a debate between representatives of Athens and representatives of Sparta. The debate should focus on three issues: 1) Which city has a superior political system? 2) Which city has a superior educational system and military? 3) Which city has superior cultural achievements? Divide the class into 6 groups, 3 to represent Athens and 3 to represent sparta, and assign each issue to one group from each side. The

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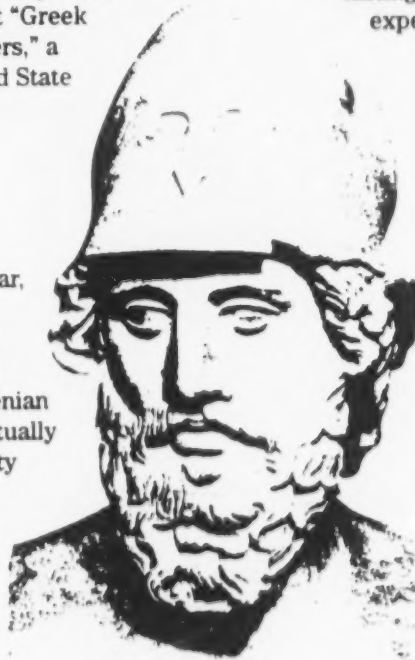
group should research its issue and develop an argument for its city's superiority in that area. Then hold a debate, giving each group 4-5 minutes to make its argument; then give each group 1-2 minutes to rebut the other side's argument. The groups may want to select one student to be their primary spokesperson and another to be in charge of rebuttal, with other group members speaking up as necessary. In addition to using their textbooks or materials in the school library such as encyclopedias, students might want to consult "Greek Civilization for Middle Schoolers," a web site developed by Portland State University <<http://www.greekciv.pdx.edu/>>.

How to Use this Lesson for History Day Entries

The radical nature of Athenian democracy could be portrayed in a performance with visitors to Athens observing this political frontier of democracy in action or by having Athenians debate the merits of their government. An exhibit could trace the rise and fall of Athenian democracy, using evidence from Thucydides and other writers of the time as well as drawing upon archaeological work for illustrations; the exhibit should also explain the lasting influence of this democratic experiment.

Afterword

Athens lost to Sparta in the Peloponnesian War. During the war, in 429 BC, plague broke out in Athens. Over the next four years, one-third of the city's population died, including Pericles. The Athenian "Golden Age" was over, and eventually an oligarchy took power in the city which had enjoyed the most democratic government of the ancient world. However, the legacy of Athens's experiment in democracy has endured for centuries, inspiring radicals all over the world, including many of the patriots during the American Revolution, to struggle for political equality.



Pericles. Courtesy of the British Museum.

THE PERSEUS PROJECT

The Perseus Project <<http://www.perseus.tufts.edu/>> is an absolute treasure trove of sources for the study of the ancient world, particularly ancient Greece. Its web site includes more than 30,000 images of ancient Greek coins, sculpture, vases, architecture, and sites. In addition, it provides the complete works of 27 ancient authors and selected works of additional authors in both the original Greek and English translation. Other tools available include an atlas, an encyclopedia, and other secondary sources. Many of the materials are also available in a CD-ROM version.

Document 1

Excerpts from Pericles's Funeral Oration, as recorded by
Thucydides in *History of the Peloponnesian War*, 2:34-2:46.

Our constitution does not copy the laws of neighboring states: we are rather a pattern to others than imitators ourselves. Its administration favors the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; if to social standing, advancement in public life falls to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way, if a man is able to serve the state, he is not hindered by the obscurity of his condition. The freedom which we enjoy in our government extends also to our ordinary life. There, far from exercising a jealous surveillance over each other, we do not feel called upon to be angry with our neighbor for doing what he likes, or even to indulge in those injurious looks which cannot fail to be offensive, although they inflict no positive penalty. But all this ease in our private relations does not make us lawless as citizens. Against this fear is our chief safeguard, teaching us to obey the magistrates and the laws, particularly such as regard the protection of the injured, whether they are actually on the statute book, or belong to that code which, although unwritten, yet cannot be broken without acknowledged disgrace.

Further, we provide plenty of means for the mind to refresh itself from business. We celebrate games and sacrifices all the year round, and the elegance of our private establishments forms a daily source of pleasure and helps to banish the spleen; while the magnitude of our city draws the produce of the world into our harbor, so that to the Athenian the fruits of other countries are as familiar a luxury as those of his own...

[I]n education, where our rivals from their very cradles by a painful discipline seek after manliness, at Athens we live exactly as we please, and yet are just as ready to encounter every legitimate danger... And yet if with habits not of labor but of ease, and courage not of art but of nature, we are still willing to encounter danger, we have the double advantage of escaping the experience of hardships in anticipation and of facing them in the hour of need as fearlessly as those who are never free from them.

We cultivate refinement without extravagance and knowledge without effeminacy; wealth we employ more for use than for show, and place the real disgrace of poverty not in owning to the fact but in declining the struggle against it. Our public men have, besides politics, their private affairs to attend to, and our ordinary citizens, though occupied with the pursuits of industry, are still fair judges of public matters; for, unlike any other nation, regarding him who takes no part in these duties not as unambitious but as useless, we Athenians are able to judge at all events if we cannot originate, and instead of looking on discussion as a stumbling-block in the way of action, we think it an indispensable preliminary to any wise action at all.

Document 2

Excerpts from *The Constitution of the Athenians* by the "Old Oligarch" (Pseudo-Xenophon)

And as for the fact that the Athenians have chosen the kind of constitution that they have, I do not think well of their doing that inasmuch as in making their choice they have chosen to let the worst people be better off than the good. Therefore, on this account I do not think well of their constitution...

There is a point which some find extraordinary, that they everywhere assign more to the worst persons, to the poor, and to the popular types than to the good men: in this very point they will be found manifestly preserving their democracy... And everywhere on earth the best element is opposed to democracy. For among the best people there is minimal wantonness and injustice but a maximum of scrupulous care for what is good, whereas among the people there is a maximum of ignorance, disorder, and wickedness; for poverty draws them rather to disgraceful actions, and because of a lack of money some men are uneducated and ignorant...

Now among the slaves and metics at Athens there is the greatest uncontrolled wantonness; you can't hit them there, and a slave will not stand aside for you. I shall point out why this is their native practice: if it were customary for a slave (or metic or freedman) to be struck by one who is free, you would often hit an Athenian citizen by mistake on the assumption that he was a slave. For the people there are no better dressed than the slaves and metics, nor are they any more handsome...

The people have spoiled the athletic and musical activities at Athens because they thought them unfitting (they know they can't do them)... they know that it is the wealthy who lead the choruses but the people who are led in them, and it is the wealthy who provide for athletic contests, but the people who are presided over in the triremes and in the games... And in the courts they are not so much concerned with justice as with their own advantage...

It is my opinion that the people at Athens know which citizens are good and which bad, but that in spite of this knowledge they cultivate those who are complaisant and useful to themselves, even if bad; and they tend to hate the good. For they do not think that the good are naturally virtuous for the people's benefit, but for their hurt. On the other hand, some persons are not by nature democratic although they are truly on the people's side.

The Suez Canal: A Technological and

In 1873, Jules Verne published *Around the World in Eighty Days* in which the main character, Phileas Fogg, bets that he can travel all the way around the world in just 80 days. A key to his success was the Suez Canal, which had opened 4 years earlier and which shortened the trip by water from western Europe to Asia by thousands of miles. The Suez Canal is considered one of the marvels of the 19th century. For hundreds of years, virtually no one thought it was possible to build a canal across the arid, desolate isthmus of Suez. The massive scale of the project, the use of new dredging technology, and the obstacles of sand and wind and desert which its builders overcame made the Suez Canal a technological frontier and a symbol of man's triumph over nature. At the same time, it also came to symbolize the powerful effects of technology on human life: it changed world trade patterns and affected world politics. By joining together Africa, Europe, and Asia, the Suez Canal could also be considered a geographic frontier.

Objectives

- To analyze a speech.
- To describe the importance of the Suez Canal in 19th-century trade and politics.

Connection with the Curriculum

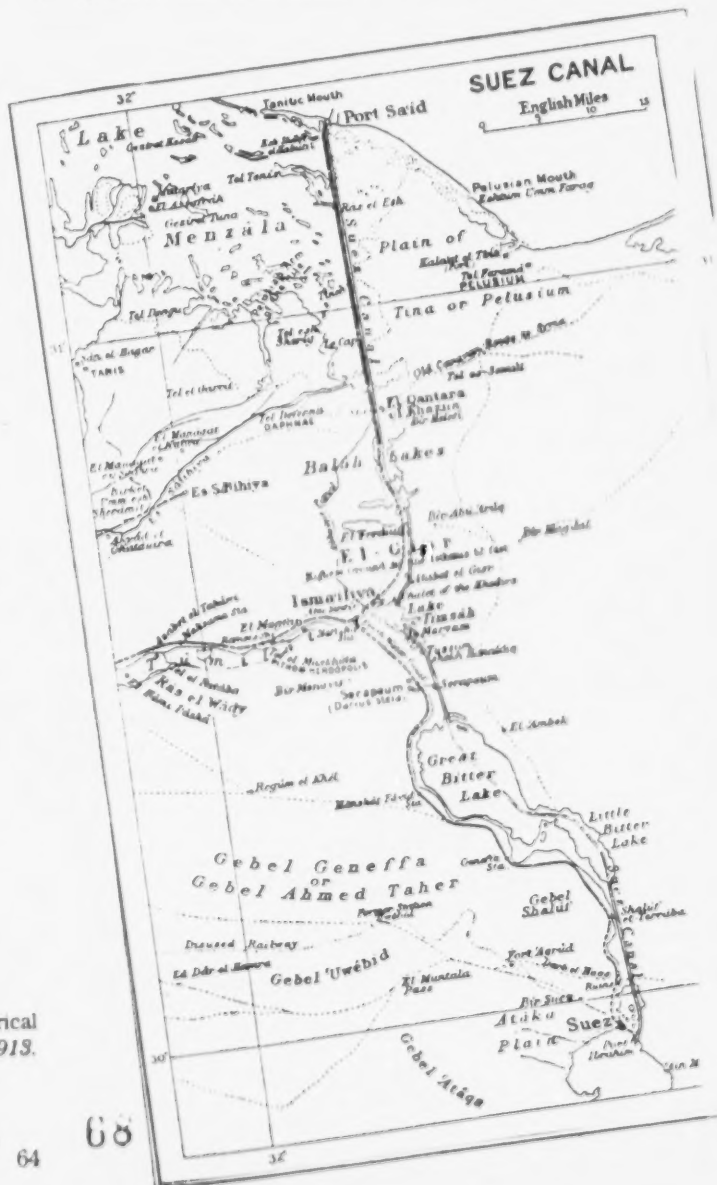
This lesson meets the following national history standards for grades 5-12:

- Reconstruct the literal meaning of a historical passage; identify the central question(s) the historical narrative addresses; read historical narratives imaginatively; evidence historical perspectives (Standards in Historical Thinking, Historical Comprehension, Standard 2A-D).
- Patterns of global change in the era of Western military and economic domination, 1800-1914

(World History Standards, Era 7: An Age of Revolutions, 1750-1914, Standard 5).

Background

As early as 1850 BC, a canal across Egypt connected the Red Sea and the Nile River. By traversing the Nile and the canal, boats could travel between the Mediterranean and the Red Seas. The canal, which was quite shallow and silted easily,



J. G. Bartholomeu, A Literary and Historical Atlas of Africa and Australasia, 1913.

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Geographic Frontier

fell into disrepair but later conquerors of Egypt—the Persians, the Romans, and the Arabs—rebuilt it. Around AD 775, the Arabs filled in the canal. When Europeans began searching for sea routes to Asia in the 1400s, they focused on going around the southern tip of Africa and later on finding a passage across the Americas. Very few people considered the possibility of building a canal to connect the Mediterranean Sea with the Red Sea. In the 1700s, the French toyed with the idea, hoping to undercut the English, who controlled the East Indian trade on the route around southern Africa. On a visit to Egypt in 1799, Napoleon Bonaparte examined the ruins of the earlier canal and ordered a study of the potential for building a new canal. At the time, his engineers concluded that no canal could be constructed, due to a 30' difference in the water level between the two seas. Other engineers challenged those findings and laid out a route for the canal. The leader of Egypt was not interested, but the engineers drew the attention of a French diplomat, Ferdinand de Lesseps. In 1854, the viceroy of Egypt died. His successor, Mohammed Said, was a good friend of de Lesseps'. De Lesseps immediately proposed the construction of a canal across the Suez isthmus, and Said Pasha agreed, granting him the exclusive right to build the canal. In 1854 and 1856, Said Pasha granted de Lesseps and a corporation de Lesseps established, the Universal Company of the Suez Maritime Canal, the right to operate the canal for 99 years and build ports at each end; Said Pasha also agreed to provide laborers to work on the construction of the canal.

The idea of the canal was not universally well-received. The British had been building a railroad across Egypt to connect the two seas and did not want competition from the French, even if the canal would make it much easier to travel and trade between Britain and its empire in India. They feared the French would come to dominate the Middle East if the canal was built; at the same time they argued the canal was not technologically feasible. They also claimed to be concerned that the canal would bankrupt Egypt. British antislavery reformers opposed the canal because of the forced labor

system which Egypt used to supply the canal company with workers. The Turkish government, meanwhile, was falling into decline and feared that Egypt, which was part of its Ottoman empire, would become wealthy and powerful and challenge its rule. However, the Turkish government did not want to alienate France, so it maintained a neutral position regarding the canal.

De Lesseps set about raising money to build his canal. The company issued 400,000 shares of stock. French investors bought just over half the stock, while Said Pasha ended up with nearly a quarter. By the end of 1858, the stock had been sold and work commenced on the Suez Canal on April 25, 1859.

Work proceeded slowly. The canal was to be built across a desolate, arid stretch of Egypt, and one of the first tasks was to build a supply canal, so that the workers would have fresh water to drink. Most of the workers were forced laborers, some 20,000 per month provided by Said Pasha to the canal company. Most of the work in these early years was done by pick and shovel, with workers, many of them under 12 years old, carrying the dirt away. The death rate was horrendous: according to the Egyptian government's official web site, some 1.5 million Egyptians worked on the canal at one time or another, and 125,000 of them died.

Ironically, it was not the deaths of thousands of workers but the death of one leader which nearly killed de Lesseps' dream. Said Pasha died in 1863, and the British seized the opportunity to try to stop work on the canal. They pressured the Turkish government into ordering the new viceroy, the Khedive Ismail, to stop providing forced labor for the canal and to demand the return of hundreds of thousands of acres of land which Egypt had given to the canal company. Napoleon III, the emperor of France, stepped in to arbitrate the dispute. Napoleon was hardly an impartial party, since French citizens had a huge financial stake in the canal company and his wife, the Empress Eugenie, was de Lesseps' cousin. His 1864 decision, not surprisingly, favored de Lesseps: the system of forced labor ended, but the Egyptian government

had to pay a huge sum of money to the company as compensation; the company did return much of the land it had been given, but again, the Egyptian government had to pay for it.

With no forced labor available, the company had to hire Egyptians and Europeans at much greater cost. In part because of the higher labor costs, in part because of construction needs, the company began to rely much more on huge dredging machinery and other powerful equipment. One final threat to the canal's completion came when it ran out of money in 1867, but the French government provided a loan to continue the work.

On August 15, 1869, the entire canal was finally finished and water flowed from one end to the other, a distance of some 98 miles. As a tribute to France's role in the construction, the Khedive Ismail asked Empress Eugenie of France to inaugurate the canal. Formal inauguration ceremonies were held at Port Said on November 16, 1869, with ships and representatives from many nations in attendance. The inauguration included religious services for the three faiths most common among the workers: Islamic, Eastern Orthodox, and Catholic. A Monsignor Bauer, representing the Vatican, made a speech at the inauguration, which *The New York Times* printed; it is the focus of this lesson.

Activity

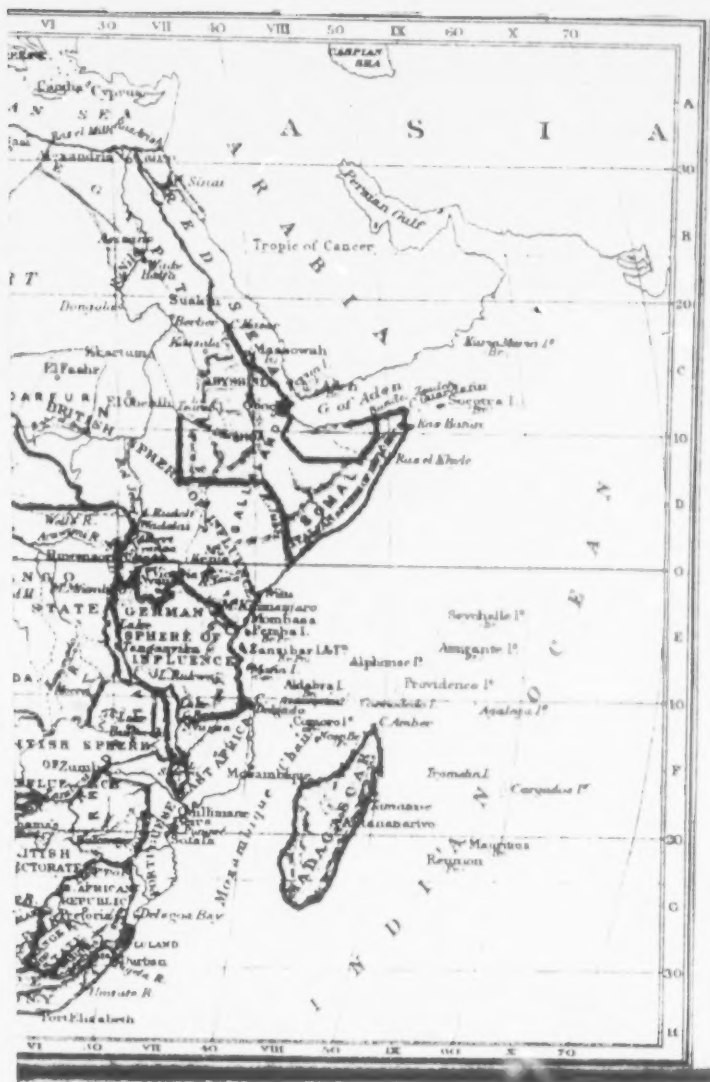
Ask the students to come up with a list of all the occasions on which they have heard speeches (awards ceremonies, sports banquets, school assemblies, graduations, church services, election campaigns, etc.). Ask them to think about a specific speech. What was its purpose? Who was the audience? How did the speaker tailor the speech to fit the occasion and the audience? How did the speech reflect the speaker's values?

Make enough copies of the excerpts from Bauer's speech for all of your students; if you prefer to use the text of the full speech, it is available on the NHD web site at <<http://www.nationalhistoryday.org>>. Explain the background of the canal's construction and the occasion of Bauer's speech. Have the students read the speech aloud. Then go through the speech more slowly. You could do this as a whole class or by dividing the students into groups and assigning each group a different section of the speech. Have the students decide what the purpose of each section is and also ask them to



Samuel Gardiner, *A School Atlas of English History*, 1905.

determine which statements are facts and which are Bauer's opinions; you might want to record separate lists of facts and opinions on the board, or have the groups create lists of facts and opinions on poster paper. Ask them to look for examples in their section of how Bauer's background (as a European, a male, and a Catholic priest) might have affected what he said; also ask them to look for examples of how he tailored his speech to his audience.



Discuss the following questions:

1. How significant did Bauer consider the opening of the canal?
2. What effects did Bauer think the canal would have on the world? Do you think he considered the canal a frontier? Why or why not?
3. Why would increasing commerce improve civilization? How could the canal become "the grand path of universal prosperity" and "the royal road of peace and of justice, of light and truth eternal," as Bauer hoped?

4. According to Bauer, what did the Khedive Ismail, Empress Eugenie, de Lesseps, and the workers who died each contribute to the canal? Why do you think he chose to credit people in the order that he did?

Enrichment and Extension

1. Have the students write a speech for the inauguration ceremony from the point of view of the British ambassador, the Sultan (leader) of Turkey, or the relative of a dead worker. As an alternative, have them write a newspaper story covering the inauguration from the point of view of a reporter for a British business newspaper, a labor union newspaper, or an Egyptian newspaper.
2. Break the students into groups and assign each group the role of diplomatic staff from a different country (Egypt, Turkey, France, Britain, and possibly the United States or Prussia). The diplomatic staff for that country must decide whether to advise the country's leaders to support or oppose the canal's construction. They need to consider whether or not the canal is feasible (i.e., can it be built) and what effect it will have on their country. Possible sources they might consult include: their textbook for a review of the situation of their country in the mid-1850s, maps to see how the construction of the canal might affect their country's trade routes, and various documents relating to the construction of the Suez Canal which may be found in English on the web site of the Napoleon Foundation, including de Lesseps' original proposal to Said Pasha
<http://www.napoleon.org/us/us_mu/suez_us/html-content/historique/txt-005.html> listing the expected benefits from the canal for various nations and excerpts from articles in British newspapers opposing the canal. Ask each group to write a short paper or prepare an oral report (with visual aids) to share their advice with the class.
3. If you are also studying the Panama Canal, you might ask students to write an essay comparing the two canals and their impact or have a debate deciding which is more beneficial for the world.

How to Use this Lesson for History Day Entries

Canals such as the Suez Canal and the later Panama Canal played a very important role in bridging frontiers. Exhibits or documentaries could easily be built around them. In addition to the records of the companies which built them, newspapers and magazines covered their construction and openings, providing a readily accessible source. Travelers came to marvel at these manmade wonders, recording their impressions and observations in travel narratives which often were published.

Afterword

The Suez Canal was not an immediate success, since the Franco-Prussian War which broke out in 1870 dampened European trade; some historians have argued that the competition between the two nations for routes to the canal helped cause the war. The canal eventually became a commercial success, however, accounting for 7.5% of world trade in 1899, rising to 15.33% in 1960. As the first trans-isthmus canal, it sparked a series of proposals for similar canals. Ferdinand de Lesseps tried to replicate his Suez success in central America but failed; Americans ended up building the Panama Canal.

British opinion of the Suez Canal changed fairly quickly. Going through the canal rather than around the Cape of Good Hope cut 4,500 miles off the trip from London to Bombay and more than 3,300 miles off the trip to Hong Kong or Shanghai. The shorter trip made it much easier for Britain to maintain control of India and to trade with both India and China. As a result, Britain's interest in its southern African colonies declined.

The canal's slow start, the losses caused by Napoleon's arbitration decision in favor of the canal company, and other factors contributed to the severe financial crisis which beset the Egyptian government in the mid-1870s. In 1875, Egypt sold its shares in the canal company to the British government, which became the single largest stockholder in the company. In 1956, when Said Pasha's original 99-year award to the canal company expired, the Egyptian government nationalized the canal, leading to the "Suez Crisis." Britain, France, and Israel attacked Egypt, but the canal has remained under Egyptian control since that time.

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Document (Excerpts)

Speech of Monsignor Bauer, Apostolic Protonotary, at the Opening Ceremonies of the
Universal Canal of Suez, Port Said, Egypt, November 16, 1869

(trans. by Mr. Ward, special correspondent of *The New York Times*).

Printed in *The New York Times*, December 19, 1869.

It is but right to assert that the hour which has just sounded is not only one of the most solemn of the century, but also one of the grandest and most decisive which humanity has seen since it has had a history here below. This place, where border without henceforth touching Africa and Asia, the grand festival of the human race, this august and cosmopolitan presence, all the races of the globe, all the flags, all the ensigns, floating joyously under this heaven, radiant and immense, the Cross aloft and respected of all before the Crescent! . . .

Yea! behold it, then, at last, under our glance, here at our feet, this giant work, this universal canal of the two worlds, which was believed impossible, because there was no faithful idea of what man is capable to do if he but really wills. Behold it, a creation itself of creatures, this stream which shall henceforth give reason for the perpetual astonishment of men! Behold it, achieved by science, boldness, treasure, conflict of every kind, perseverance, the genius of man, and the manifest protection of God! Behold the vessels of all nations ready to cross for the first time this threshold, which makes of the Orient and the Occident one and the same world; the barrier is cast down; one of the most formidable enemies of man and of civilization, space, loses in one single instant 2,000 leagues of its empire. The two extremities of the globe approach; in approaching, they recognize one another, and in this recognition all men, children of one only God, feel the joyous thrill of their fraternity! O, Occident! O, Orient! approach, gaze, recognize, salute, clasp each other. . . . Ah, that of the Orient and the Occident men may say: "The great highway of nations is opened! The Indian Ocean and the Red Sea henceforward are but one and the same flood." The history of the world has reached one of its most glorious halting places. And as the chronology of the past is divided into the ages which preceded or followed the discovery of America, the chronology of the future will say: "This was before or after the day when the East and the West met between the sundered sides of Egypt; this was before or after the 16th of November, 1869; this was before or after the opening of the universal maritime canal of Suez . . ."

Undoubtedly, what strikes us at first is the physical or material grandeur of this work, so daringly dreamed, so marvelously conceived, so perseveringly carried on, and at last so prodigiously achieved. But beyond the material phenomenon, the thoughtful look discovered horizons more vast than measurable space, boundless horizons, wherein are moving the highest destinies, the most glorious conquests, the most immortal certainties of the human race. Behold how the vessels of the world can sail direct from India, from China, into the heart of European West! What will they bear, these hardy messengers, to whom genius gave steam, and to whom steam has given wings? First, they will bear the mercantile wealth of nations. . . . Honor then to this grand force which clasps all the world in a providential chain of labor and of prosperity, and which is entitled Commerce. Commerce is more than a force, it is a glory; it is more than a glory, it is a blessing. For commerce limits not itself to creating wealth; it contributes also, and with might, to create this great wonder—eager object of human tendency!—Civilization. Yes, Civilization. . . . While, laden with these heavy cargoes, [ships] furrow the seas, invisible and mysterious passengers—ideas, manners, customs, divers tongues and mutual sympathies—shall mount on board or travel as convoys with [them], shall traverse this isthmus, pierced thus prodigiously, and shall debark on all the shores where [the] ships shall touch. And thus, every man who has given a single mattock's blow to the canal of the two worlds, even though he only thought to dig a wondrous passage unto commerce, this laborer, conscious or unconscious pioneer of Providence, has had the glory of giving his blow to pen the magnificent route by which henceforward and forever there shall pass peace and justice, light and

truth—which is to say in its most lofty sense, a real civilization....

Monseigneur [the Khedive of Egypt], to your Highness rightfully belongs our first word of gratitude.

Receive, Monseigneur, the expression of the respectful recognition of all men of heart, who, over all the earth, have ardently desired the achievement of this work, unparalleled in the history of the world. Through countless difficulties you have perseveringly determined this deed, so great and so eminently civilizing; and what you perseveringly determined you courageously sustained, and you have at last generously accomplished.... Egypt, destined first to gather the fruits of this great labor, shall call you her regenerator, and history reserves for the reign of Khedive Ismail a glorious and truly merited page.

Allow also a priestly mouth to thank you, in the presence of your illustrious guests, for this large liberty and these really royal gifts accorded to Christianity, its worship and its works, its institutions and its schools, in this land of the Pharaohs, which was of old the land of every slavery, but which tends to-day toward becoming the land of every liberty. To your Highness this happiest transformation is due.... For the first time in twelve centuries the Christian faith may raise before the Crescent, under the open sky, its voice to pray and its hands to bless. Truly a great deed and a great hour are these....

Madame [Empress Eugenie of France], those who have intimately cooperated in this great work know the part which your Majesty has taken therein; that part is immense. It holds well with your man-like soul to do the greatest things in silence; but it could not befit us to become accomplices of this silence which would tend to falsify history and disappoint posterity. History must know that this great work is, to an immense extent, your own, and history, in saying so, will strictly speak the truth. History will add, Madame, that in lending your potent aid to the canal of the two worlds, you were in the closest communion of sympathy and thought with France entire, that wished this work; with that generous and noble France which, in all her social classes, was full of enthusiasm for the piercing of the isthmus of Suez, furnished her millions and her arms, her intelligence and her energy, her engineers and her laborers, her men and her material; in fine, with that France which is, so to speak, personified in one of her sons, providentially gifted for this prodigious task by his persuasive and familiar eloquence, his fiery impetuosity, his invincible tenacity, by force and gentleness, a consummate tact and a truly chivalric loyalty—in a word, by a superhuman faith (if I may call it so) in the accomplishment of this gigantic work, laughed at by the world, but to become to-day the object of its most enthusiastic admiration.... Let us proclaim that until the final failure of the ages—even as the New World, discovered in the fifteenth century, shall speak forever in the ear of all posterity the name of that man of genius whom we call CHRISTOPHER COLUMBUS,—even so this canal of the two worlds shall repeat forever the name of a man who lived in the nineteenth century, the name which I am happy upon this beach to cast to the four winds of heaven—the name of FERDINAND DE LESSEPS!

We cannot pronounce here at this moment all the names which deserve with his to resound on this solemnity; but let us beware of forgetting those who, illustrious or obscure, have perished on the honorable field of labor. Let us give, now that the day of triumph has uprisen, a grateful and tender memory to all those graves, dear at once to their respective countries and to all humanity. Our regrets can hurt no national susceptibility; for all the peoples of the globe count their victims among our dear dead, who have vanquished no other enemies than space and flood, deserts and barbarism....

God, almighty and eternal! God, creator of the world, and Father of every creature, bless this new way which Thou hast permitted man to open in the bosom of Thy creation. Make of this stream not only the grand path of universal prosperity—make of it the royal road of peace and of justice, of light and truth eternal!

Frontiers in Civil Rights

by Lee Ann Potter

*Dorothy E. Davis, et al. versus
County School Board of Prince Edward County, Virginia*

Arguments presented and decisions rendered in court cases often illuminate, open, and sometimes close frontiers in social history. For example, the arguments presented in school desegregation cases of the early 1950s illustrate how the "separate but equal" doctrine presented in the *Plessy v. Ferguson* decision of 1896 virtually closed the civil rights frontier for nearly 60 years. Conversely, the decisions rendered in the desegregation cases opened up that frontier and encouraged the expansion of the civil rights movement in the latter half of the twentieth century.

Objectives

- To analyze photographs as primary sources.
- To identify techniques used in the fight to desegregate the nation's schools.
- To explain the arguments presented by both sides in the school desegregation cases of the early 1950s.
- To describe the impact court decisions had on the civil rights movement.

Connection with the Curriculum

This lesson meets the following national history standards for grades 5-12:

- Draw upon visual, literary, and musical sources (Standards in Historical Thinking, Historical Comprehension, Standard 2G).
- The student understands the "Second Reconstruction" and its advancement of civil rights; the student understands the Warren Court's role in addressing civil liberties and equal rights (United States History Standards, Era 9: Postwar United States, 1945 to early 1970s, Standard 4A, C).

Background

In April 1951, the students at Robert Russa Moton High School in Prince Edward County, VA, went on strike. Although their protest was intended to persuade their local school board to build them a

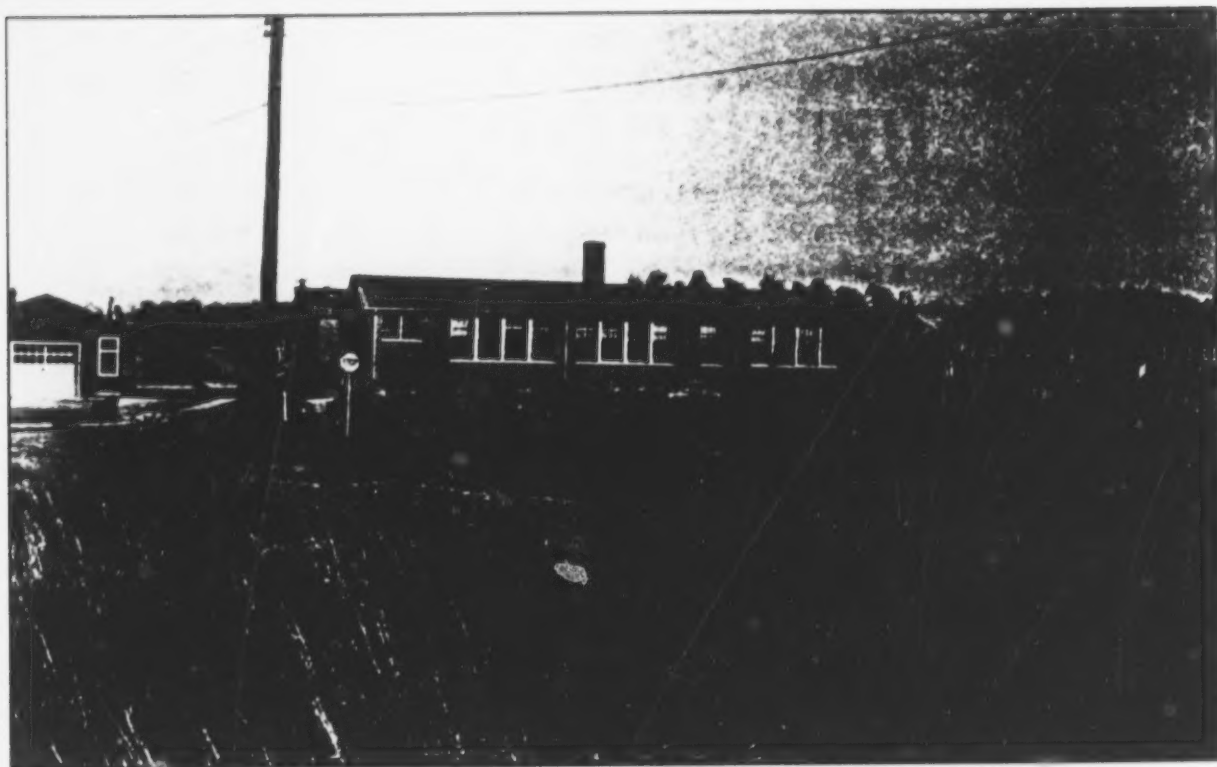
better school, it actually led to a landmark civil rights case that marked the end of segregation in the nation's public schools.

Moton High was typical of the all-black schools in the central Virginia county. It was built in 1939 to hold half as many students as it did by the early 1950s; its teachers were paid substantially less than teachers at the all-white high school; and it had no gymnasium, cafeteria, or auditorium with fixed seats like the nearby white Farmville High had. Repeated attempts made by Moton's principal and PTA to convince the school board to erect a new black high school were fruitless. So, in the spring of 1951, the students, led by 16-year-old Barbara Johns, took matters into their own hands. They went on strike and asked for help from the NAACP's special counsel for the Southeastern region of the United States.

The NAACP lawyers told the striking students that the only way the organization could commit to getting involved in the students' cause was to sue for the end of segregation itself. This was a huge step beyond the students' goal of obtaining a new school building! After thinking it over very carefully and gathering the support of their parents, the students agreed to challenge segregation directly. On May 23, 1951, a NAACP lawyer, on behalf of 117 Moton students and their parents, filed suit in the federal district court in Richmond. The first plaintiff listed was Dorothy E. Davis, a 14-year-old ninth grader; the case was titled *Dorothy E. Davis, et al. versus County School Board of Prince Edward County, Virginia*. It asked that the state law requiring segregated schools in Virginia be struck down.

In the spring of 1952, a three-judge U.S. District Court decided in favor of the school board and upheld segregation. On appeal, the case made it to the Supreme Court of the United States and was decided along with three other school segregation cases from South Carolina, Delaware, and Kansas, in *Brown v. Board of Education of Topeka*.

The Brown decision marked the end of the "separate but equal" precedent set nearly 60 years



Exterior view, Moton High School, courtesy of The National Archives.



Exterior view, Farmview High School, courtesy of The National Archives.

earlier in *Plessy v. Ferguson*. The court stated that "separate educational facilities are inherently unequal," and that school segregation violated the Fourteenth Amendment.

The Commonwealth of Virginia, and Prince Edward County in particular, resisted the Supreme Court's decision. The county closed its public schools from 1959 to 1964 to avoid desegregation.

Activity

Reproduce the photograph of Moton High's exterior on a transparency. Use this photograph to demonstrate to the students techniques in photo analysis. Give students a few minutes to look at the photograph. Turn off the projector, and ask them to write down everything they saw in the photograph. After a few minutes, ask students to share their findings. Cut an 8 1/2" x 11" piece of paper into four parts. Place these four parts over the picture so that you can reveal one section of the photograph at a time, keeping the rest of the picture covered. Ask students to look closely at the area that is revealed and describe what they see in the photograph. This will draw their attention to the details of the photograph. After students have had an opportunity to view each section, uncover the whole photograph and ask them how what they now see in the photograph has changed.

Divide the students into 3 groups and distribute one of the remaining 3 photographs to each group. Instruct the students to analyze their photograph using the method described above. Ask a representative from each group to describe their photograph to the class.

Conduct a class discussion about the photographs using the following questions: When do you think these photographs were taken? Where do you think they were taken? Why do you think they were taken? What might such a collection of photographs have been used for? Explain to students that these images were exhibits introduced by the plaintiffs in the court case *Dorothy E. Davis, et al. versus County School Board of Prince Edward County, Virginia* to illustrate the differences in the facilities of the white and black high schools.

Using the background information, describe the Davis case to the students. Tell them that Barbara Johns, the student who led the strike, was quoted years later as saying "It [suing for the end of segregation] seemed like reaching for the moon."

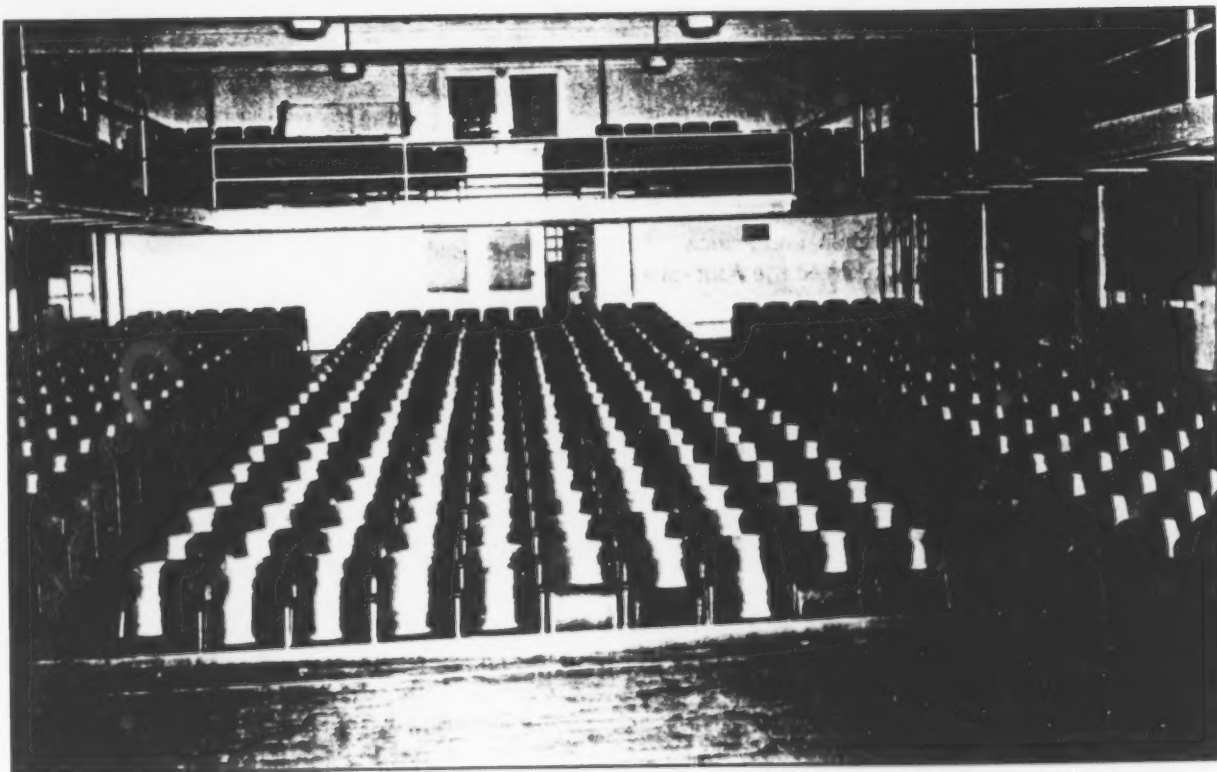
Ask them to assume the role of Barbara Johns and describe what she meant by this statement in a 2-page explanation.

Enrichment and Extension

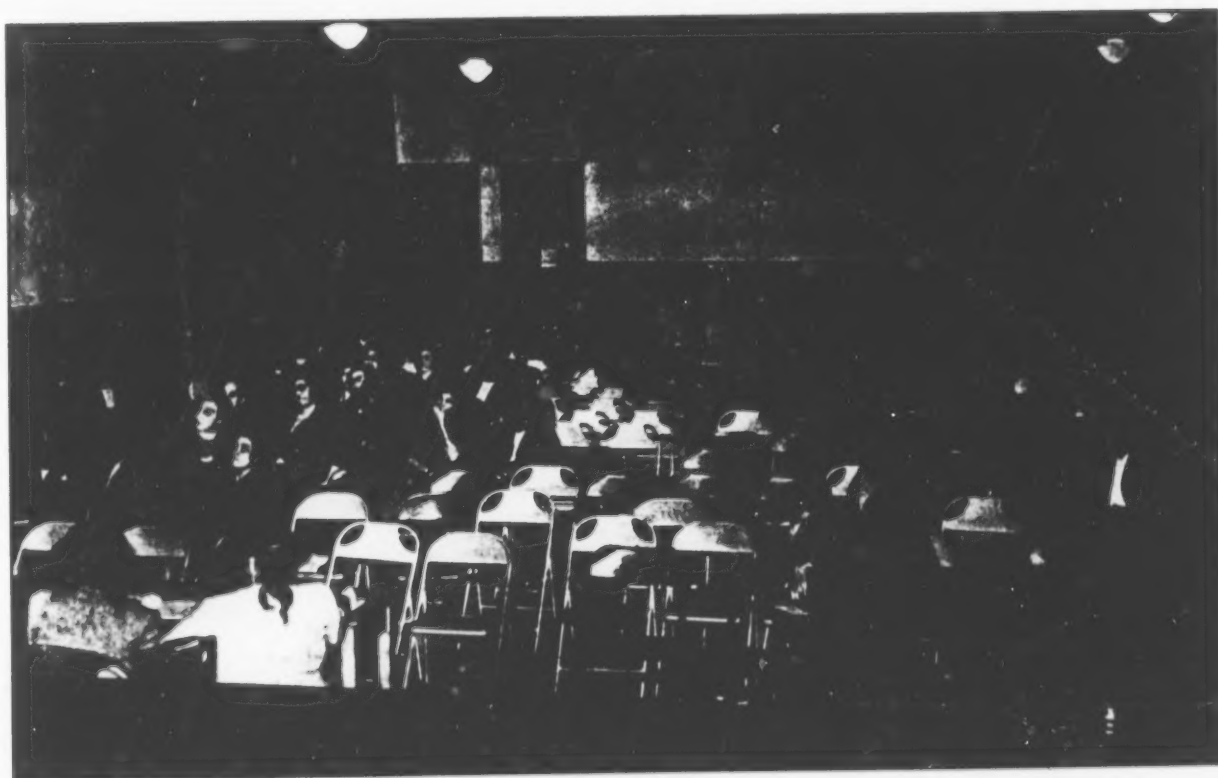
1. Divide students into 4 groups and instruct each group to investigate the other school segregation cases that were decided by the Supreme Court in 1954 (*Brown v. Board of Education of Topeka*, *Briggs v. Elliott*, *Gebhart v. Belton*, and *Bolling v. Sharpe*). Direct a representative from each group to describe their case to the class. Ask the class to compare the four cases and determine why the Supreme Court decided 3 of them with the Davis and Brown cases and why a separate opinion was issued in the *Bolling v. Sharpe* case.
2. The 12-page Opinion of the Supreme Court in *Dorothy E. Davis, et al. versus County School Board of Prince Edward County, Virginia* is available online from the National Archives. Direct students to read the opinion and write a one-page summary of it. Note: The opinion is available through the National Archives NAIL database. To access it, go to <http://www.nara.gov/nara/searchnail.html> and conduct a *Digital Copies Search* on control number "NRBPA-21-51E83-CA1333-DAVIS(N)."
3. Additional documents from the Davis case are available online from the National Archives. These include additional exhibits, witness testimony, the complaint filed against the school board, the defendant's answer to the complaint, the original opinion, and the appeal. To access them, go to <http://www.nara.gov/nara/searchnail.html> and conduct a *Digital Copies Search* on the keywords "Davis" and "Prince Edward." Encourage students to access the documents for additional information on the case and incorporate it into a History Day project.

How to Use this Lesson for History Day Entries

Supreme Court cases, like the Davis case, lend themselves well to History Day entries. Research for projects in all categories can include interviews with people involved in or affected by the case, court documents, newspaper articles reporting on the case, and editorials expressing opinions about the case. Using information from these sources, a student could develop a performance depicting a courtroom scene, a witness's testimony, or an



Auditorium, Farmview High School, courtesy of The National Archives.



Auditorium, Moton High School, courtesy of The National Archives.

attorney's monologue. A performance about the Davis case could also focus on the students' strike, or Chief Justice Warren's announcement of the decision (this is described well in chapter 26 of *Simple Justice*). Court cases also offer documentaries a clear timeline and documents from which to quote and suggest images that reflect significant events and individuals. Exhibits offered by both the defendant and the plaintiff in a court case can often be great additions to an exhibit

board, as could a timeline illustrating concurrent events. Historical papers that focus on a particular court case can incorporate the words of the plaintiffs, defendants, and judges found in the court documents.

Lee Ann Potter is an education specialist at the National Archives and Records Administration.

Web Sources for the Supreme Court

In addition to the materials available through the National Archives NAIL database, check out:

- **Selected Historic Decisions of the US Supreme Court**

<http://supct.law.cornell.edu:8080/supct/>

Sponsored by the Legal Information Institute at Cornell University, this site provides information on more than 600 important Supreme Court cases since 1789. Each case includes a syllabus with the details of the case, the majority and minority opinions, and links to more recent opinions which cited the case.

- **FindLaw Constitutional Law Center**

<http://www.findlaw.com/cascode/supreme.html>

FindLaw provides access to all Supreme Court cases decided since 1893. The site includes case summaries, majority and minority opinions, and links to other cases cited in the opinions.

- **The Oyez Project**

<http://oyez.nwu.edu>

In addition to abstracts and other materials for major constitutional law cases, the Oyez Project at Northwestern University also provides audio of the oral arguments for some cases.

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NATIONAL HISTORY DAY PROGRAMS AND RESOURCES FOR TEACHERS

H-HistoryDay

Join H-HistoryDay, an e-mail discussion list for teachers and other adults involved in National History Day. Here's what teachers are saying about H-HistoryDay:

"This list has been incredibly helpful. What a great resource!"

"Thanks for the opportunity to learn from other History Day teachers. I've gotten lots of great ideas!"

"This is my first year doing History Day, and H-HistoryDay has made a huge difference."

Some of the topics discussed during 1999-2000 include: primary vs. secondary sources, what kind of material to use in an exhibit board, possible topics, possible sources, rubrics for History Day, evaluating entries, using Hyperstudio to create documentaries, and much more.

Teacher Institutes

To help teachers keep up with the historical literature and to incorporate primary sources into their curriculum, NHD is planning the following institutes for teachers:

Summer 2000	The American Presidency and the Meaning of Freedom and Democracy College Park, Maryland
Fall 2000	Frontiers in History: The West Boulder, Colorado
Summer 2001	The Cold War College Park, Maryland
Fall 2001	The American Revolution TBA
TBA	World History: Problems and Approaches College Park, Maryland

Teacher Workshops

Many NHD state programs provide teacher workshops. Please contact your state coordinator for information on the state History Day program in your state. A list of state coordinators is available at the NHD web site <<http://www.nationalhistoryday.org>>.

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